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Vol. VI V

SPECIAL REPORT

ON

THE SYSTEM OF EDUCATION

IN

WESTERN AUSTRALIA.

(Sectional Reprint from Vol. V. of "Special Reports on Educational Subjects.")

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

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INTRODUCTORY NOTE.

The following Report is reprinted from Vol. V. of "Special Reports on Educational Subjects" published in April, 1901. In response to an invitation from the Lords of Committee of Council on Education, transmitted in 1897 by the Secretary of State for the Colonies, it was prepared by Mr. Cyril Jackson, Inspector-General of Schools, Western Australia

Before publication supplementary notes were added, and more recent statistics were inserted by the Special Inquiries Section of the Board of Education. It has not been found practicable to alter the paging, which has reference to the volume in which the Report originally appeared.

The contents-tables and prices of the volumes of "Special Reports on Educational Subjects," already published, will be found at the end.

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August, 1901.

THE SYSTEM OF EDUCATION IN WESTERN AUSTRALIA.

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THE SYSTEM OF EDUCATION IN WESTERN AUSTRALIA.*

I.—A Report on the Present Condition of Education.

Administration.

The administration of education in Western Australia at the present time is in the hands of a Minister (a member of the Cabinet and responsible to Parliament). The Education Department under his control has its central offices in Perth. The permanent head of the Department is the Inspector-General of Schools. The Minister has sole control of educational funds as set apart by Parliament, and school sites and property are vested in him. He is obliged to lay before Parliament a report annually and estimates of the expenditure for the coming year. The Minister has in his hands the decision as to the establishment of schools in accordance with regulations approved in Executive Council. He has complete control over the schools, and the appointment and dismissal of teachers rests in his hands, subject to the confirmation of the Executive Council.

There are elected District Boards in most parts of the colony, each consisting of five persons, holding office for three years, and elected on a limited franchise of householders occupying a dwelling-house of the declared annual value of £10 sterling, or parents or guardians of children attending Government schools within the district. The duties of the District Boards are vigilantly to inspect and supervise all Government schools within their district, and in all matters connected with such schools to communicate with the Minister. They are allowed to delegate their powers, subject to the approval of the Minister of the person appointed. They are expected to visit the schools in their charge, and to aid the teachers in the general conduct of them, without interfering with the carrying out of the curriculum as laid down by the regulations. The following have been constituted districts within the meaning of the Act and District Boards elected:—

Beverley	Katanning	Roebourne
Blackwood	Kojonup	Sharks Bay
Broomehill	Melbourne	South Perth
Fremantle	Mourambine	Swan
Gascoyne	Murray	Toodyay
Geraldton	Narrogin	Vasse
Gingin	Northam	Wellington
Greenough	Northampton	Wagin
Irwin	North Fremantle	West Perth
Jarrahdale	Perth	Williams
Karridale	Plantagenet	York

* This Report in its original form was completed by Mr. Cyril Jackson, Inspector-General of Schools, in October 1898. Since that time important changes have taken place in the Educational System of the Colony, detailed information concerning which has been kindly forwarded by Mr. Jackson. The main features of these changes have been embodied in the following Report, either in the form of Appendices or in the body of the Report itself.

In addition to this there are certain parts of the colony, *e.g.*, on the Goldfields, where, owing to the fluctuating nature of the population, the Governor has not proclaimed educational districts, but where representatives to correspond with the Department and to act as committees of managers are appointed by the Governor in Council.

Classes of Schools.

Elementary Day Schools are divided in the regulations into State Schools, Provisional Schools, Half Time Schools, House-to-House, and Special Schools. A State School may be established in any locality where an average attendance of twenty children between the ages of six and fourteen can be guaranteed.

Provisional Schools are established where an average of twenty cannot be guaranteed, but there are twenty children of such age within a radius of three miles. Grants in aid to Provisional Schools are made at the rate of £5 per head on average attendance, and the settlers or promoters of such school have to defray the cost of building or renting suitable premises, as they have also to do in the case of Half Time Schools and House-to-House Schools. Schools of the latter class may be established where there are less than twenty, and the grant then, if given, is only £4 per annum for each pupil in average daily attendance, the settlers or promoters being expected to supplement the grant so that the teacher receives not less than £60 per annum salary. One House-to-House School has been established under these regulations in a district where a Provisional School could not be maintained. The settlers as a rule seem unwilling to incur the liability for making up the teacher's salary.

The teacher of two Half Time Schools has generally three days in the week in one and two in the other, and in the alternate weeks the relative number of days are usually exchanged. In one case alternate weeks are taken. At the close of the year 1899 there were fourteen Half Time Schools in operation in the colony, each under a male teacher.

Special schools are only so called for purposes of salary. They are established in places at a great distance from Perth, where regular visits from the inspector cannot be given—on the Goldfields, in the north-west of the colony, or in other places. The teachers must be classified, and may be paid at a higher rate than the scale fixed.

At the close of the year 1899 there were 125 State Schools, 14 Half Time Schools, 56 Provisional Schools, 6 Special Schools and 4 Schools in sparsely populated districts. At the end of 1898 no schools were tabulated as schools in sparsely populated districts but during the year 1899 four schools were re-opened and classed under this heading.

The buildings for Government Schools are paid for out of a special vote on the Works Department's and Education Department's Estimates, except where under regulations settlers are obliged to provide buildings for Provisional, Half Time, and House-to-House Schools.

Standard plans for schools of various sizes have now been agreed upon, and building rules have been drawn up by the Works Department, and agreed to by the Education Department.

Attendance.

The number of children in the Government Schools for the quarter ended December 31st 1898, was as follows:—

Enrolment	Boys, 8,606 / Girls, 7,427	16,033
Average attendance		12,658
Average enrolment		16,039

(*See also Supplementary Notes* (iii.).)

Teachers.

The appointment of teachers is made by the Minister on the recommendation of the Inspector-General. Their classification depends upon the certificates obtained in other colonies or countries, or in Western Australia by examination, and on skill in practical school management. The latter is decided in the first instance, before appointment, by the teacher taking two classes before an inspector. All appointments are provisional and temporary, subject to revision or to further inspectors' reports. There are three classes of teachers—"A," divided into three grades ("A1," "A2," and "A3"); "B," divided into two grades ("B1" and "B2"); and "C," divided into two grades ("C1" and "C2"). Teachers may be licensed to teach without classification. The scale of payments to head teachers varies from £90 for an unclassified adult male teacher to £400, the maximum that can be obtained by a teacher holding the highest classification and who has been in charge of a school of Class I. for six years. For females the scale is from £80 for an unclassified teacher to £320 for a teacher holding the highest classification after five years' service in a school of Class I. The salaries are on a scale rising by annual increments of £10. Quarters are provided where possible for head teachers, and allowances in lieu of them are sometimes granted. On the Goldfields and in Special Schools an additional £30 per annum may be granted if the cost of living is very high.

Male assistants receive from £70 (unclassified) to £200, the maximum for the "A" certificate, and females £50 to £160.

The regulations governing this scale of salaries (see Appendix C.) were passed by the Executive Council to come into operation in January, 1899.

Numbers of teachers have recently applied for appointment from the eastern colonies, and the certificates of those colonies have been held, after a practical examination by the inspector, in many cases to take the place of the various examinations laid down in Western Australia.

Married women are not appointed, and female teachers have to resign on marriage.

Except in the Perth and Fremantle Central Schools, where there are separate boys' and girls' departments, the sexes are mixed in the schools. There are, however, separate infants'

departments in the larger schools. Female teachers have therefore fewer chances than men of rising to the highest salary, as in the larger mixed schools a male head teacher is the invariable rule.

The teachers in the service on the 31st December, 1899, numbered 473, divided as follows: Head teachers, male 124, female 70, total 194; assistant teachers, male 41, female 95, total 136; pupil teachers, male 8, female 52, total 60; monitors, male 7, female 36, total 43*; sewing mistresses, 40.

The system of pupil teachers is in force, but it will be superseded to a large extent when the Training College is established. Pupil teachers at present serve a four years' apprenticeship (see Regulations 249 to 254 in Appendix D.) and receive salaries varying from £20 to £50 (male), and £16 to £44 (female). There are also monitors, who, up to sixteen, will be half-time students, and from sixteen to eighteen will spend their whole time in teaching. Their salaries when half-time teachers are £20 (male), and £16 (female); and when over sixteen, from £40 to £50 (males), and from £30 to £40 (females). At eighteen they must apply for re-appointment as unclassified teachers, or sit for the "C" examination. The examinations for the different classes are held annually. Teachers may be refused permission to sit for the "B" examination until they have been in Class "C1" for two years, or for the "A" examination until they have been in Class "B1" for three years. Promotion from one grade to another in the different classes is by three years' satisfactory service. After passing the "A" examination, for example, the "A3" Certificate would be awarded and raised to "A1" only after six years' good reports.

At present no Training College has been established, but a site has been secured at Claremont. It is proposed that candidates should enter between fifteen and a-half and seventeen and a-half years of age for a course of training, which would be for three years. It is intended that an examination shall be held for entry, and that those obtaining top marks will receive full scholarships, defraying the whole cost of board and lodging and tuition. These next on the list would obtain half-scholarships, defraying half the cost.

Classes for teachers in drawing are now held.

No arrangements are now made for the pensioning of elementary school teachers other than those under the old Civil Service Superannuation Act which would only apply to teachers who were in the service prior to 1886.

Fees.

The cost of education is defrayed entirely by the State Estimates are presented to Parliament every year. No local contributions are asked for, except in the cases mentioned pre-

---

* Eleven Monitors act as Sewing Mistresses.

viously, towards the initial cost of building. The fees formerly paid by the parents were at the following rates:—

Children under 7	- - - - -	2d. per week.
„ over 7 and under 14	- - -	3d. „ „
„ over 14	- - - - -	6d. „ „

No family to pay more than 1s. per week.

(*See also Supplementary Notes* (v.).)

The Education Circular for September, 1899, contains the notification of the adoption of the principle of Free Education, and warns the teachers that for the future no fees are to be accepted from parents. Though the Department has power under the Act of 1899 to impose a fee for the instruction of children below six and above fourteen years of age, it has no intention at present of availing itself of this permission.

Private Schools

A number of private schools exist outside the State School system. Many of these were at one time assisted by the Government Grant. These late Assisted Schools are entirely Roman Catholic. Two or three of these Roman Catholic Schools had, before 1899, asked for and obtained inspection by the Department, in order that they might satisfy themselves as to the efficiency of the instruction given.

There are also some orphanages receiving Government aid. There are two native mission schools—one Roman Catholic at New Norcia, and one Anglican at the Swan, the latter getting grant as an orphanage. There are no Government Schools for natives.

Inspection.

The inspection of schools is conducted under the superintendence of the Inspector-General by a staff of four inspectors, appointed by the Governor in Council, receiving salaries varying from £325 to £420. There is no rule as to their status, or as to their being drawn from the ranks of teachers in the colony. Of the staff in 1898, the Chief Inspector was head master of a Voluntary school in England, while of the others, one was a teacher in New South Wales; another was second master of the Melbourne Grammar School, and the third has been teacher and assistant inspector in South Australia. They have, therefore, between them a wide variety of educational experience.

Every school is visited at least twice a year (*a*) a surprise visit is paid for inspection of methods of teaching, and (*b*) a fixed visit for examination purposes. Schools are, however, not paid on the result of the examination. The system of payment by the Department is indirectly based on the average attendance, the arrangements for school staffing being as follows:—Schools where the average attendance is above 30, a monitor in addition to the head teacher; schools where the average attendance is between 50 and 75, an assistant in addition to the head teacher; and if the numbers are between 75 and 100 an assistant and a monitor. For schools over 100, 25 children are assigned to the head teacher, and 50 children in average attendance to each assistant. Monitors may be employed in

addition at the discretion of the Minister. Monitors over sixteen will count for 25 children. Pupil teachers also count for 25 children at present. The salaries for these officers as stated above are fixed, and the up-keep of the schools is borne by the general fund voted by Parliament. There is in addition, however, a bonus for successful teaching awarded after the Inspector's annual examination and surprise visit (see Appendix C.). A new system of inspection and examination, under which the teachers have greater freedom, has recently been introduced.

In mixed schools, where a male teacher only is employed, sewing mistresses may be appointed.

Compulsory Attendance.

With reference to school attendance, it was until recently compulsory in districts proclaimed by the Governor in Council. Children of not less than six nor more than nine years of age were compelled within these districts to attend any Government school within one and a half miles of the child's residence by road, and for those between nine and fourteen the distance was extended to three miles. They were only, however, obliged to attend thirty-five school days in each quarter. This provision, which it was supposed would tend to a better attendance, as a matter of fact led to considerable difficulty in enforcing the attendance of all classes. The great bulk of the children endeavoured to attend every day, but for all the idle, backward, and truant children the thirty-five days' limit was a godsend. They could shirk the school, and shelter themselves under this provision of the Act, and the task of the compulsory officers was rendered extremely difficult. No prosecutions at all could be undertaken at the beginning of a quarter if the parents pleaded that they would send the children regularly for the latter part. This had been felt a difficulty for some time, and the Bill introduced into Parliament in 1898, and passed in all the provisions dealing with compulsion by both Houses, but failing over the religious question, provided that children should attend school every day the school was open. It is noteworthy that a limit to the days required is the rule in the other Australian colonies, and the same objections are there being found to exist. In the report of the State Children's Council in Adelaide for the year ended June 30, 1898, it was specially pointed out that though the number of local truants was small, there was a large number of actual truants—that is, boys who attended thirty-five days in the quarter but absented themselves on the remaining days; and that these boys while absent from school got into bad company, acquiring vicious habits, and many finally becoming inmates of reformatories.

The Bill of 1898 came up once more in 1899 in an amended form and was finally passed. This "Public Education Act, 1899" (see Appendix G.), marks an advance in two important respects. It deals with compulsory attendance in Government Schools, and the inspection of Non-Government Schools. The Act, after providing that Education shall be *gratis* to children under fourteen years of age, provides that

unless some reasonable excuse for non-attendance is shown the parent of every child of not less than six* nor more than nine years of age shall, if there is a Government or efficient school within two miles of such child's residence, measured by the nearest road, cause such child to attend school on such days as the school shall be open. The provision in regard to children over nine and not over fourteen years of age differs only in that the distance from school is fixed at three miles. The main point of difference here introduced is the daily attendance in lieu of a fixed number of days per quarter (thirty-five). Formerly it had been impossible to prosecute for failure to attend until the end of the quarter; so that the child was enabled to play the truant during the whole time.

Reasonable excuses are admitted as follows:—

> I. That the child is under efficient instruction at home or elsewhere; and whether such instruction is efficient or not shall be a matter for the decision of the Minister (*i.e., the Member of the Executive Council appointed by the Governor to administer the Act*), who may require the report of an inspector of schools thereon.
>
> II. That the child has been prevented from attending school by sickness, danger of infection, temporary or permanent infirmity, or any unavoidable causes; but such excuse shall not be entertained unless the parent has given the teacher notice thereof in writing within seven days after the occurrence of such prevention. A medical certificate must be produced if required by the Minister.

There was formerly a compulsory standard (Standard VI.), but by the new Act this was abolished and an age limit of fourteen only was substituted.

Penalties for non-attendance at school are:—

> The parent . . . . shall be liable to pay a penalty not exceeding five shillings for the first and not exceeding twenty shillings for every subsequent offence.

There has been considerable difficulty with regard to the employment of children of school age. Wages have ruled very high, and cases have been known in which children have actually earned while of school age as much as 25s. per week. It is not surprising, therefore, that the small penalties had no deterrent effect on the parents whatever. In the laws formerly in force there was no power of bringing home to employers that they are as much, if not more, the law-breakers than the parents or children. By the new Act the employment during school hours of a child not exempt by age from compulsory attendance

* The age of compulsion is from six to fourteen, but the Department has no objection, if the parents wish their children to be instructed during the years three to six, to have them placed on the roll and instructed in the ordinary way. No child under three can be admitted to any school.—*Education Circular August* 1899.

is punishable by a fine not exceeding forty shillings. The Minister may, however, at his discretion, excuse from attendance children who are required to help in the fields at harvest time or other special periods of the year; and may give special exemption for children between the ages of twelve and fourteen in case of poverty or sickness of the parents. Truant officers may be appointed from time to time by the Minister, and have power to accost children in the street who are apparently not in attendance at school, and generally to enforce attendance.

By the Act of 1899 the compulsory standard was abolished altogether, and Non-Government Schools could be on inspection declared "efficient" for the purposes of compulsory attendance. The inspection, however, was confined to the regular elementary subjects; and this was plainly enough the result of a compromise.

Power is also given in the new Act to take an educational census. It had been found very difficult to estimate the number of children of school age in a district, and this had resulted in some curious anomalies in the building of schools. It had also, of course, prevented compulsion being applied to many families as by not sending any of their children to school they might escape the notice of the Department altogether. (*See also Supplementary Notes* (iii.) *and* (iv.).)

Truant Schools.

The arrangements for dealing with truants are at present very defective. There is no properly constituted Truant School in which children may be licensed. The Industrial Schools are only just being brought into something like order by the new superintendent of Charitable Institutions. Magistrates have been loth to send to an Industrial School one whose only fault may have been high spirits, and who ought, therefore, not be mixed with children of a criminal character.

Industrial Schools.

There are only two Government Industrial Schools, namely one at Subiaco, and the regular reformatory at Rottnest. The children have up till this present year been interchangeable, but now an attempt has been made to divide those convicted of crime from those guilty of minor offences, or not actually convicted, the latter being placed in Subiaco. The school, however, is very badly found from the point of view of accommodation and opportunities for Industrial training.

The Roman Catholics have two Industrial Schools. These are quite distinct from the Orphanages mentioned elsewhere in this report. The Roman Catholic Industrial Schools receive a grant equal to £20 10s. 7d. per head per annum under the present law.

Course of Instruction.

The subjects taught in the Government Elementary Schools are to be found in the Regulations (see Appendix A.). They comprise the three elementary subjects, drawing, English, geography history, drill, music, elementary agriculture for boys, and needlework for girls; and in the higher standards specific subjects from the following list may be taken:—algebra, Euclid, mensu-

ration, Latin, mechanics, French, physiology, botany, chemistry, domestic economy, and shorthand. They are, however, only taken in the town schools at present.

Considerable store is set by Kindergarten teaching, and three mistresses have been imported from England to introduce the system. (*See also Supplementary Notes* (vi.).)

The drawing instruction which is just being introduced is on the alternative syllabus of the South Kensington Science and Art Department (No. III.), and is being taken up with considerable enthusiasm.

In the teaching of English much stress is laid on oral composition. In the teaching of geography local topography is required before the general geography of the world.

Manual training is being introduced gradually into the schools, and there is a centre just opened in Perth to which the upper standard boys from all the city schools are sent weekly. (*See also Supplementary Notes* (viii.).)

A cookery centre has just been built for girls in Perth. (*See also Supplementary Notes* (viii.).)

In country districts some horticulture or agronomy is being taken in a few schools, and small manual work is being done in others.

Singing has previously been taught mainly by ear, but is now in a fair number of schools being taught by note, and it will gradually be so taught in all schools.

The Manual of Drill,* which is referred to in Appendix A., is still in use, but a system of Swedish drill will probably soon be introduced.

The arithmetic course deals largely with concrete numbers, and is illustrated by apparatus. Small numbers only are taken in the early stages. In the higher stages mensuration of areas—tanks, dams, etc.—which would be of practical use in the country, are taken.

As this curriculum is largely new, much of the work is only in its infancy, and it is too early at present to say anything as to its practical working, but there is no reason to suppose that it is too hard for the schools, or that it cannot be carried out practically in its entirety. There are, of course, special difficulties in bush schools, where children see little to stimulate their minds, and on the Goldfields, where the population is very fluctuating and children move from school to school. (*See also Supplementary Notes* (i.).)

Religious instruction is given in the schools by the teachers, Irish National books being used in the upper standards, and

Religious Instruction.

* The Manual of Drill may be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

incidents in the lives of Old Testament characters in the first two standards. Moral lessons are also given.

In addition to the general religious instruction, special religious instruction is allowed under the Act of 1893 by teachers of the different religious persuasions to children of those persuasions in the school. A portion of each day, not exceeding half an hour, may be set aside for this purpose out of a total of five hours. If the Minister of any one of the denominations is unable to attend, he is allowed to nominate a substitute. No two religious teachers are allowed in the same room at the same time. This religious instruction must be that authorised by the Church to which the clergyman or other religious teacher belongs. Any parent is, of course, able to object to either the general or the special religious instruction. There were sixty-one schools in which special religious instruction was given during 1897, and fifty-eight regular classes were held by representatives of the Church of England, six by the Roman Catholics, seven by the Wesleyans, four by the Presbyterians, two by the Congregationalists, and two by the Jews. During the year 1898 an arrangement was made between the Wesleyan Presbyterian, Congregational, and Baptist Churches by means of which the children of those Churches can be taught as one class by one person recognised as the religious teacher for each of all these Churches. He is delegated under the Act as the representative of each of them, but is bound to give such instruction as is authorised by each, and is therefore not specially distinctive of any of the four. (*See also Supplementary Notes* (vii.), *Special Religious Instruction*, 1899.)

Inspection of Private Schools.

There was formerly no means of testing the efficiency of private schools, and there was no necessity for private schools to keep registers of attendance. It was found, therefore, that when parents wished to avoid the compulsory clauses of the Act they sent their children to some small private school, kept by some more or less efficient teacher. They said to the compulsory officer, "We shall take our chilren away to Mrs. Jones's School, and then we need not send them unless we like." This was often done, and was a constant complaint of the compulsory officers.

The Act of 1899 also provides for the inspection of Non-Government Schools. Any proprietor or head master may apply to the Minister to have his school found "efficient" for the purposes of the Act. The school is then inspected by an inspector of schools, but only as to the instruction given in reading, writing, arithmetic, spelling, and geography. The school is then entered on a list of inspected and efficient schools. From this list it may be removed on inspection; and the Minister may, without inspection, certify a school as efficient. Schools other than Government Schools are, further, required to keep registers of attendance, and supply information concerning the attendance of any scholar on the roll of the school.

Free Meals.

There is very little poverty among the children in the schools. It is therefore quite unnecessary to furnish anything in the way of free meals.

Continuation Schools.

The arrangements for Continuation Schools are at present very small. Successful evening Continuation Schools exist in Perth and Fremantle.

The instruction in these classes is partly technical. In Perth the male classes receive instruction in hand-railing, carpentry, chemistry, chemical drawing, in addition to the three "R's," geography, English composition, euclid, algebra, shorthand, and history (illustrated with the lantern), and the girls are taught dressmaking, etc.

In Fremantle a large number of students come from the locomotive engineering works, and special classes are taught by experts. Chemistry, mechanics, trigonometry, mechanical drawing, electricity, and steam, etc., are taken.

Evening classes are also held in other parts of the colony, but are not very successful. During 1899 there were, exclusive of Perth and Fremantle, 8 evening schools in operation, of which 4 were closed during the year.

Beyond the slight work in the evening classes, no technical instruction is at present given. It is hoped that a Technical School will be opened, but a site has not yet been procured.

Secondary Schools—Scholarships.

No secondary day schools are under the Education Department. There is a High School, which receives a Government subsidy, and at which the scholarship offered by the Goverment to students from Elementary Schools may be held. The High School is not under the control or inspection of the Education Department. It is governed by a Board appointed by the Governor in Council. Some information regarding this and other secondary private schools will be found in Appendix F.

Three scholarships of the value of £50 per annum for three years are annually awarded upon the results of a competitive examination. The candidates must have been pupils—boys or girls—in Government or other efficient primary schools of the Colony, and the scholarships may be held at any school approved by the Minister, at which higher education is given. In addition to these scholarships ten Government exhibitions, are offered annually, five of the value of £25 each, and five of the value of £15 each.

Twelve bursaries of the value of £10 each are also awarded annually—five for boys and three for girls in March for schools examined from August 1 to December 31; and two for boys and two for girls in August for schools examined between January 1 and July 31. Candidates are examined in the subjects prescribed for Standard VII.

Defective Children.

No Government Schools for the Blind, Deaf, and Dumb, or otherwise defective children, exist, but there are institutions conducted by private enterprise for the Blind and Deaf and Dumb children, under a Board of Management including the Anglican Bishop and Dean, Sir George Shenton (Trustee of the Wesleyan Church), and others.

Native Children.

There are no Government Schools for natives. A few coloured children—some two or three in all—are attending the State Schools in different parts of the colony. The natives in the

South West have almost died out, and the Northern and Central tribes are at present mostly too wild for any direct action on the part of the Government. Where black children are to be found in the civilised centres of the North West, there is considerable prejudice at present among the white inhabitants against their mixing with their children in the schools.

Conclusion.

From the foregoing it will be gathered that on the whole the elementary education of the colony is in a very creditable state for so young a country. It has a very fair curriculum, good staffing arrangements, and on the whole good buildings. Secondary and higher education are not very well developed at present. Many of the children of the richer members of the community are sent to public schools in England, others to schools in Adelaide or the sister colonies. There are said to be nearly one hundred children in the schools of Adelaide alone sent from Western Australia. The want of University Examinations is felt, and though the Adelaide University has established a local committee and sends over the papers of their Senior and Junior Examinations, University life is absent.

Technical Education is also at present woefully deficient. There is, however, no reason why the colony, if it continues to enjoy the prosperity of recent years, should not shortly establish good systems of higher education; and while it can congratulate itself on its elementary schools, it cannot afford to rest content with proficiency in these alone.

II.—History of Education in the Colony of Western Australia.

1837 is the first year in which there is any record of education work in Western Australia, the Colonial Office records stating that a teacher was appointed at the Public School, Perth, at a salary of £50 a year, under Dr. Bell's system, the attendance being twenty males and twelve females. A mistress was also appointed at Fremantle in the same year and at the same salary, the attendance there being twenty-two males and eleven females. Early Record. 1837-1845.

In the following year, however, appears a somewhat contradictory note that there are no Public or Free Schools, but that there are two Private Schools at Perth, one at Fremantle, and one at Guildford, to which poor children are sent by the Government, and for which an outlay amounting to about £150 is incurred.

In 1840 this number of Private Schools had increased to six or seven, and the expense to the Government that year on behalf of poor children was put down at £37 16s. 2d.

In 1844 this sum had risen to £84 13s., and in addition a sum of £96 6s. had been expended in aid of Native Schools and Institutions in various districts. The Colonial Office records also show that there was a Free School in the Roman Catholic chapel, and a Military School for soldiers' children, at which from fifteen to twenty boys and girls attended; and there is an additional note that one or two clergymen instructed a few pupils in classics, and there were a few schools for young ladies. There were not more than ten or twelve private schools in the colony.

1845 was marked by the establishment of a Grammar School in Perth and another at Fremantle; the allowances to Native schools in this year amounting to £120, and for the poor children in other schools to £113.

A Roman Catholic College was established by the Roman Catholic bishop on his arrival in the colony this year. No record of attendance is given. In this year he established a free school for females under the direction and care of the Sisters of Mercy with an attendance of 63. This school cost the Roman Catholic Church £200.

1846 shows the establishment of a Government school. It was then called the Perth Free Grammar School. The teacher received £60 per annum, and the attendance was 20 males and 7 females. The master was allowed to take under his charge private pupils and make a weekly charge. The master was a B.A. of Oxford University. 1846.

A Free Government School was also established at Fremantle, where the teacher received £40, and at Guildford, York and Albany, the masters were paid according to the number of

scholars attending. The average cost of each of these schools to the Government was £20 per annum. Apparently some Education Council was formed in this year, which drew up a report on the education of the colony and forwarded it to the Secretary of State.

1847. In 1847 the Perth Free School seems to have changed hands and to have been under the Rev. W. D. Williams, who was receiving a salary of £50 per annum, the attendance being 65. A girls' school was established with a mistress at a salary of £30 per annum and an attendance of 35.

A note appears on the return for this year that there are two schools established by the Roman Catholic Church in Perth, the masters of which have, by order of their head priest, declined to give any information respecting them.

A note about the Government schools appears also, to the effect that they are open to all religious denominations at a rate so low as to admit the children of all but the most destitute; the latter admitted to learn writing, reading and arithmetic free of charge.

1848. 1848 showed continued activity on the part of Roman Catholics, the Sisters of Mercy starting a school at Fremantle which included 10 boarders, whose food and clothing were given to them by the sisters.

This year also saw the establishment of a Government Infants' School in Perth, with an attendance of 60. The salaries of the three teachers of Perth this year were:—Boys', £70 (attendance 55); girls', £40 (attendance 28); infants', £20 (attendance 60) The teachers received such sums as the parents paid in fees in addition. There is a note as to the payment of these fees—that the schools were free to any pupils whose parents were unable or unwilling to pay, unless the latter's circumstances were so good as to render it unjust to others to allow them free. The rates were so low that the parents generally preferred paying to having their children considered as free scholars.

In addition to the Guildford, York, Albany and two Fremantle schools a new school at Murray was established this year, with an attendance of 14, the teacher getting a salary of £10.

The total number of school children on the return for this year was put down as 265, boys being 174 and girls 91. The Government paid the salaries and assisted in supplying school requisites. Private individuals contributed considerable sums to the support of the Perth schools.

The General Board of Education which had been appointed in 1847 was said to be working well.

There is a note on religious instruction this year that, as far as possible, the schools are to be confined to secular instruction only, leaving the more important subject of religious instruction (except the reading of the Bible without note or comment) to parents themselves, to the ministers of the different denominations (out of school) and to the influence of secondary schools. There is a further note that the Roman Catholics alone refuse to

join in this system, and demand a separate amount of public money for the education of their own children, which was given them in the following year.

In 1850 activity was displayed in the South West, a school being opened at Bunbury with an attendance of seventeen, and a teacher with a salary of £12; a boys' school at the Vasse with an attendance of fifteen, and the teacher's salary £10. 1850

In 1851 the attendance at the boys' school, Perth, was 85, and an assistant was appointed. The girls' school had an attendance of 33, and the infants' 70. At Fremantle there was an attendance of girls and infants of 55, and at Bunbury an attendance of 30 boys. The schools in Murray, York, and Vasse districts had been discontinued owing to the want of properly qualified teachers. There is a note that to obtain these it would be necessary to increase the remuneration afforded by the Government to the schools, £20 being the maximum salary awarded. 1851.

In 1852 the attendance at the Government schools in Perth reached 210, and in Fremantle 130. There is a memorandum to the effect that there were schools at Bunbury, York and the Vasse. There appears also to have been a grant made to a private school in Perth which was established this year. 1852.

In 1853 it is noted that the total attendance for the colony was 337 boys and 105 girls, and this had largely increased in 1854, when the following Government schools were open:—Perth Boys', Girls', and Infants', Fremantle Boys', Girls', and Infants', Guildford, York, Bunbury, Pinjarrah (Murray), Busselton (Vasse), Port Gregory, and Albany. The total attendance was 634, boys being 384, and girls 250. 1853.

There seems to have been a fixing of the amount of fees this year at 2d., 4d., and 6d. The attendance at private schools was not given.

In 1855 a school was opened at Toodyay with an attendance of 15. The total attendance of the year seems to have declined, there being only 590.

A report for the year 1856 was published by the General Board of Education. They stated that they had endeavoured to render the schools available for all sects and denominations of Christians by removing as far as possible the cause of offence to the conscientious scruples of any, and to secure for the children of all classes, without improper distinction, such a plain and practical education as may hereafter prove most suitable for the everyday business of life. They proceed to state that the system previously sanctioned by the Board had only been brought into operation in the Perth schools, and that the standard of education in all schools had been reduced to the limit contemplated by the Irish National Commissioners in the series of educational books issued under their superintendence. This year witnessed a supply of the "Scripture Lessons," presumably the Irish National series also. 1856.

The hours of attendance are stated to have been regulated on the uniform plan, children attending from 9 a.m. until 2.30 p.m., a quarter of an hour being allowed for recreation at noon.

They had applied for two trained masters and mistresses from England, and point out with regret that owing to the low scale of remuneration they could offer they had been unable to obtain them.

The return of teachers' salaries shows two masters in Perth and Fremantle receiving £150 per annum each; four teachers at Guildford, York, Bunbury, and Albany receiving £100 each, as did the mistress of the Girls' School in Perth. Most of the other salaries seem to have been about £50 per year.

The only schools named, in addition to those mentioned already, are at the Vasse and Port Gregory. There were apparently fourteen teachers and two monitors employed in the colony.

The Board point with pride to the large supply of books which had been received that year, and say that those under order for the ensuing year amount to not less than £100. Of this amount one-third would be repaid to the Government by sales to the children.

Examinations were held simultaneously in December in all schools by members of the local committees.

They calculate this year that the number of children between four and twelve in Perth and Fremantle was but little under 1,000.

1858. In 1858 a school was opened at the Upper Swan, and a marked improvement was shown in the attendance, which had risen to 686. An improvement is also noticeable in the salaries paid to the teachers in the larger schools, the headmaster in Perth getting £150 and his assistant £100 per annum, while the Perth Girls' and Infants' teacher received £100 and the two assistants £50 each per annum. The teacher at Guildford also received £150, and the head teachers at Fremantle, Bunbury, and Albany received £100 each. It is noticeable that the mistress of the Girls' School at Fremantle received the same salary as the headmaster, viz., £100 per annum. They were apparently man and wife.

In 1859 the number of scholars had risen to 745, and schools were established at Esperance and Serpentine.

1860. In 1860 a school was established at Freshwater Bay (now Claremont) on the Swan, and the number of scholars attending Government schools was put down as 874, the number of private schools being three at Fremantle and four in Perth.

In 1861 we read of schools started at Picton, Beverley, and Rockingham. The total attendance reached 1,000 in 1862, but dropped again in the following year to 849, rising again above the thousand in 1864 and to 1,300 in 1866. Fresh schools had been opened in all these years, an average of four or five a year.

1866. In 1866 the following note appears in the return: that in addition to the schools named in Perth there is a Church of England Collegiate School under the supervision of the Lord Bishop of Perth.

1869. Report of Mr. Adkinson. A report published in April, 1869, gives an interesting account of the then state of the colony. The General Board point out

that there are a very large number of small schools absolutely indispensable owing to the scattered settlement. They attempted to enforce an average attendance of twelve or thirteen children, but the cost, of course, was very high in proportion, and therefore they were obliged to keep in existence "cheap schools with cheap teachers and cheap buildings or tenements for their accommodation," and that these facts should be borne in mind when considering the strictures of Mr. Adkinson on the shortcomings of these schools; they express the opinion that these schools were doing useful work. From this Report it appears that Mr. Adkinson, the only Inspector at the disposal of the Board, was carrying out this work during the vacation of the Perth Boys' School, of which he was head master. On this account he was unable to visit all the schools, and naturally did not like to neglect his own. This year they proposed to introduce a system of standards and to go from that to payment by results. They also point out that the Irish National Books were becoming obsolete, and better books should be obtained. Mr. Adkinson in his own Report passed some severe criticisms on these works. He quotes a passage read by a girl over ten years of age:—"Pearl consists of concentric coats of the same substance as that which forms the mother-of-pearl of the shell; they are produced by the extravasation of a lapidifying fluid, secreted in the organs of the animal, and filtered by its glands." He quotes also the opinion of the examiner of the British and Foreign School Society on them:—"The appalling essays on graminivorous quadrupeds and the monocotyledonous plants, which have so long bewildered the little readers of the Irish books." This Report was instructive in various ways, for example, he pointed out that arithmetic was not taught to one-half the pupils, that oral teaching was hardly given at all. The children were supposed to know the arithmetic if they had "gone through" the examples of the rules given in the first book of arithmetic by the Irish Board. The examples were, he says, limited in number and of the simplest kind possible and call forth no intellectual energy on the part of the learner. Mr. Adkinson also called attention to the very bad attendance. He says nothing about the number of children on the roll, but as far as he can ascertain from the return of the previous year, the average number of days per week attended by each child on the rolls was 2·9.

The General Board point out that they have not got trained teachers from the mother country in spite of an application; that since the arrival of two teachers in 1862 they have been compelled to offer every vacancy to persons in the colony, and they did not see that they would be able to fill their ranks to any great extent with male teachers from the pupils in the Government schools, as there were better openings in other branches of life than in school-keeping.

The cost of education per head this year was at the rate of £2 9s. 4d. on the average daily attendance. They asked that a larger sum of money might be placed on the Estimates for

school buildings. There is a note at the end of the Report to the effect that in the religious instruction they are carrying out the instructions of the Government faithfully, though they preferred a different arrangement. There is also a note that the Roman Catholic Bishop might take a seat on the Board if he felt that he could conscientiously do so. The Anglican Bishop was one of the members, and apparently the Board were anxious to give fuller religious teaching. Religious teaching might be given by the teacher on the four books of Scripture lessons, but there was a special regulation which authorised any minister of religion co-operating with the General Board of Education to give instruction from the Bible, and to use Bibles in the schoolroom. They say, however, there have never been any applications from ministers of religion to carry this out; half-an-hour seems to have been set aside for the Scripture lessons daily.

In the detailed Report on the various schools there are several severe criticisms on the lowness of the efficiency, and in one case the examiner reports, "I have seldom met with scholars whose answering showed less intelligence; especially was this the case in arithmetic." On the other hand, at Ferguson, the most astonishing subjects were taken:—History, astronomy, land-surveying, mapping and painting in water colours were taught and examined apparently for thirteen children, two of whom were over fourteen and two under seven. The Inspector, however, regrets that their education had been neglected very much until the last year and a half, and he thinks that all the subjects except the "ordinary" might be dispensed with.

1871. Central Board of Education.

1871 saw the establishment of a new Central Board of Education and the passing of the first Elementary Education Act (35 Vic. No. 14 assented to 17th August, 1871), the preamble of which set out that whereas it was expedient that the people should have a more direct control in the management of the public elementary education the Government enacted by and with the advice of the Legislative Council, etc. The Central Board was to consist of five persons, of whom the Colonial Secretary was to be chairman. All were to be laymen. The Governor in Council appointed this Central Board, who were to hold office for three years only. Their duties were to exercise a general supervision over all the Government Schools and the Assisted Schools, to appoint an inspector, to make bye-laws and regulations to be approved by the Governor in Council, and to apportion and distribute funds, to decide on the establishment of schools and of District Boards, and to fix a scale of fees. There were also District Boards appointed under this Act, consisting of five members elected for three years. The powers of the District Boards were to supervise the schools, to appoint and dismiss teachers of Government Schools, subject to the confirmation of the Central Board, and to forward recommendations and suggestions to the Central Board on all matters connected with the schools.

By the regulations it was provided that District Boards, unless

specially defined, were to be for such districts as were under resident magistrates.

The Act further provided for the granting of a sum of money not exceeding on the whole the sum of £2 15s. per head of the children between the ages of four and sixteen who had attended school not less than 180 days in any one year, an attendance of less than four hours a day not to be reckoned. Assisted Schools and Government Schools alike were warned that they were to take no notice of the religion of the pupils, and that should parents object to the religious instruction given in the schools they might withdraw the children. Religious instruction was to be given at the beginning or end of the school session, and no religious catechism or religious formula, distinctive of any particular denomination, was to be taught in any Government School. We find the Irish National series of Scripture readers in use. It was laid down that the instruction to be given in Government and Assisted Schools should not be less than five hours a day, four hours of which should be devoted to secular instruction. The Assisted Schools were, of course, all the private schools, Roman Catholic and others, which had been previously established, and it was laid down that they should not receive a grant exceeding £1 7s. 6d. for each child above the age of four and under the age of sixteen who had attended not less than 180 days in the year. It was further provided that no such grant should be given to any such school where the number of scholars was less than 20.

The Act also had some compulsory clauses empowering District Boards to make bye-laws requiring the attendance of children between the ages of 6 and 14, and imposing penalties for the breach. A careful set of regulations was framed by the Central Board, and the grant was laid down as £1 5s. per head according to the average number in attendance throughout the year, with a further grant for every scholar present on the day of the annual inspection who had attended not less than 100 school days in the year. This further payment was strictly by results, children under 7 receiving the sum of 15s. per head, those over 7 and under 16 receiving so much per pass in the different subjects, viz., 15s. for reading, 15s. for writing, 15s. for arithmetic, and 10s. for passing in the extra subjects of geography and grammar. These extra subjects were not, however, taken in the lowest standards. Geography was begun in Standard III. and grammar in Standard IV. The Report of one of the Inspectors shows that though this was the nominal curriculum, it was not the actual practice to begin them even in these standards, the three R's alone being taught.

For every scholar in average attendance a further allowance was made of 5s. for books, apparatus and school appliances.

The teachers' salaries were also laid down, it being arranged that where teachers received not more than £40 per annum they retained the fees, but where their salaries exceeded £40 they had to send the fees in to the Central Board, through the District Boards. The Assisted Schools received half the amounts

given to the Government Schools, on the same system, and the bye-laws also laid down that before an Assisted School could receive any grant the Board were to be satisfied that the premises were in good order, at least 10 square feet of an area for each scholar being allowed, and that the grant to Assisted Schools would be reduced by its excess above the amount of school fees and subscriptions.

The school time-table contained provision for the reading of the Bible and religious books for half an hour at the beginning of the morning and a quarter of an hour in the afternoon. The standards of examination in the elementary subjects were by no means high.

Schools fees for children attending purely Government Schools were regulated on a scale. Where the parent was an employer of labour or received a salary of over £100 he paid a shilling a week per child. Where he was a mechanic working on his own account or Government official or mercantile clerk receiving not more than £100 per annum he paid sixpence per week. When he was employed by others at a daily or weekly wage the fee was threepence. A reduction of one-fourth was made when more than two of the family attended. Free scholars were admitted upon the written authority of the District Boards, and it was laid down that the District Boards must exercise the greatest caution in giving these free certificates.

The compulsory clauses seem to have been based very much upon the English Act, and it was laid down that every child should attend school the whole time during which the school was open, of course with the proviso that such child might be withdrawn during the times of religious observance if desired by the parents. The sixth standard of instruction was laid down as the standard of exemption. The penalty for non-attendance was 5s., the costs not to exceed an additional 5s.

1873. The first Report of the Central Board was issued in July, 1873, and from that we learn that there were during 1872, seventy-seven schools open with an average number of scholars in daily attendance of 2,400, showing an increase of twenty over the attendance in 1871. This small increase was in the Assisted and not the Government Schools. The Board notice that the District Boards seem disinclined to put the compulsory clauses into force, and they believe that were they so enforced the attendance would rise by 25 per cent. They also point out that many small schools should have been closed under the provisions of the Act, but they thought it wise not to be too hard upon them.

They note that the large majority of schools have come under the new system, and are paid by the results of examination, and that the teachers have on this account succeeded in obtaining a larger salary than they had hitherto enjoyed. The comment of the Board is that this shows the good of forcing teachers to interest themselves in the regular attendance and the progress of the children committed to their care. In these early days of

the working of the new Act they point out that District Boards are not taking sufficient interest in their work.

The Report of the Inspector, who had now been appointed for this work alone, Mr. Adkinson, was also printed, giving several very practical suggestions for the improvement of the instruction. He noted the large percentage of failures in arithmetic, the very imperfect instruction in principles, and the entire absence of any questions in problems, or any application of the simple rules. He suggested also that the learning of poetry would be a good exercise for the children as home lessons. Mr. Adkinson did not seem to care for the grammar instruction; he recommended that it should be omitted in many cases. Needlework was also introduced into the girls' and infants' schools, and permission was also given to the head master of the boys' school to insert lessons in the theory of music and singing from notes. Mr. Adkinson noted how very badly the registers and other records were kept in the schools.

In the report issued in 1874 a comparison was made between 1874.
the schools for the previous four years, from which it appeared that the cost per head of the average attendance went down from £2 15s. 4d. in 1870, to £2 8s. in 1873, the attendance having risen from 1,515 to 1,694. The Assisted Schools totals were given only for 1872 and 1873, from which it appeared that in the former year the attendance had been 763 in thirteen schools, the Government grant per head being 16s. 4d., while in the latter year the fifteen schools had an attendance of 829, at a cost per head of £1. The Board recommended to the Legislature that the limit under the Act should be increased from £2 15s. per head to £3 10s., and the Governor noted that if the Legislature thought fit he considered these increases advisable. This was made law by 41 Vic. No. 11, asented to 16th August, 1877. The Board also pointed out this year the great difficulty in building or repairing schoolhouses, and they pointed out that the small Government grant they were able to give for this purpose was regulated by the amount of local subscriptions, and that, while the city of Perth had refused to subscribe, in the poor and struggling districts voluntary effort had been made. They were of opinion that the Act was working well, but they still pointed out that the District Boards did not take sufficient interest in their work, and that compulsion was very insufficiently enforced. They insisted further that all schools must now come under the system of payment by results.

From the Inspector's Report it appears that 32 per cent. of the children were under seven.

Among the Assisted Schools it is noticeable that there was only one not Roman Catholic (the Perth Protestant) Orphanage.

In 1875 the Report referred to the amount of attendances 1875.
necessary to secure the Government grant, viz., 180 days in each year for each scholar. The Board pointed out that this was not too much, and that many of the children attended 50 days in excess; and this year they noted with satisfaction that all schools were paid by results.

The Inspector noted a general improvement in the standards of instruction throughout, writing showing less improvement than most other subjects. Arithmetic, of course, still retained the greatest number of failures, but relatively it seems to have been an improvement. The Inspector still seems to have considered that the grammar was an unnecessary subject, and to have omitted it in many of the schools; nor does he seem to have cared much for geography. He suggested that there should be some sort of a history book used as a reader. He also gave some interesting statistics as to the proportion of children paying the different rates of weekly fees, from which it appeared that 20 per cent. were free, 55 per cent. paid 3d. per week, 15 per cent. paid 6d., and 10 per cent. 1s. He noticed also that the pupil teacher system had not been successful, though there had been an average of eight pupil teachers in training in the Government schools. The actual teachers obtained from this source had not been more than four in ten years.

1876. In the Report published in 1876 the Central Board noted with satisfaction that the stipends of teachers were on the increase, and that where certain teachers who had received fixed stipends had suffered owing to the new system they had received gratuities to encourage them to remain in charge of the schools. They pointed out that the bye-laws were still insufficiently enforced as to compulsion. The Inspector also recommended that assistant masters should be appointed in lieu of pupil teachers, as it seemed that the young people who were being trained as pupil teachers had no intention of pursuing the profession but merely made these positions stepping-stones to more lucrative offices in other departments of the Government service.

1877. The Report issued in 1877 showed that in 1876 there were sixty-one Government and twenty-two Assisted Schools in operation. The proportion of attendance had slightly increased. The Inspector reported that the schools were, on the whole, well conducted and the buildings in fair order. He suggested that vocal music might well be added to the general curriculum.

By the bye-laws of 1877, if the full teaching staff was not employed Assisted Schools might have their grant reduced by the amount which would have been payable in respect of such teacher.

Rules were then laid down as to the establishment of Government Schools, by which an average daily attendance of twelve scholars between four and sixteen had to be maintained, but Provisional Schools might be appointed with a view to ascertaining whether this average attendance could be kept up.

Half-time schools were also allowed for under these bye-laws. The appointment of teachers still rested with the District Board, subject to the approval of the Central Board. Two certificates were given them—one of "efficiency" and one of "competency," an examination being held.

With regard to school fees the reduction was to be one-third in

cases where more than two members of a family attended, instead of, as previously, one-fourth.

The Report presented in 1878 showed that during 1878 the number of schools had diminished, there being only 57 Government Schools and 21 Assisted, but three of the Government Schools which had fallen out of the list were carried on as Provisional Schools.

At the end of 1878 there were 86 schools in operation, viz.— 1878.
51 Government, 18 Assisted, and 17 Provisional Schools. The Inspector's Report gave the attendance as 1,906, compared with 2,043 in 1877 in the Government Schools; 1,041, as compared with 1,053, in the Assisted Schools; while the Provisional Schools had an attendance of 150 in addition. It was noted with satisfaction that a larger number of scholars were reaching the higher standards, though the average age of the elder boys was becoming less. The Inspector also noted that the fees paid at the higher rate were diminishing; only 79 scholars were now paying this higher rate, and he considered that, looking at the social position and earnings of many parents, they were not doing their duty in this respect.

At the end of 1879 there were 63 Government, 5 Provisional, 1879.
and 19 Assisted Schools, and there was an increase in the attendance of the Government, but a decrease in the Assisted Schools. The Board noted also the larger number of children being admitted free into the schools; and they pointed out further that owing to the scattered nature of the population now spreading through the settled districts of the colony, it was very difficult to give education to many of the children who ought to have it, but no return of the children was easily obtainable; though the Inspector pointed out with gentle irony that it might be as valuable to the welfare of the colony to obtain information as to the children who ought to be at school as the number of horses, horned stock, etc., possessed by each family.

The percentages of passes were given and showed a relative improvement. It is always difficult to know the value of these percentages, as the standard cannot have been very high.

With regard to the qualifications of the teachers, the Inspector remarks that they are now drawing their staff from the families of the settlers, that they are doing good work and are fairly competent, though not possessing such high attainments as some of their predecessors in office. This, however, they make up for by a less restless disposition, greater liking and aptitude for their work, and generally a good moral influence.

In the Report issued in 1881 it was noted that the apparent 1881.
retrograde state of affairs as to the average attendance and cost per head was due to severe epidemics of ophthalmia and influenza. There were eighty-eight Elementary Schools in operation during 1880, as against ninety-two in 1879, but of this latter number there were sixteen Provisional, only eleven of which qualified themselves to be recognised as Government Schools. It was pointed out, too, that there would not in future be so many Provisional Schools sanctioned, as the settled districts

were gradually being provided with permanent schools. It was suggested that some truancy Act was required, so that children who wilfully kept away from school might on conviction be whipped or confined on bread and water, instead of their parents being fined. It was pointed out that the training of teachers was becoming more and more important. The attendance during that year was an average in Government Schools of 2,102 and in Assisted Schools 1,006.

Among the assisted schools this year it is to be noted that the Church of England had established two additional schools, as well as the Perth Protestant Orphanage, which received Government grant. The others were all in connection with the Roman Catholic Church.

1882. In 1882 the Board's Report cited the fact that the cost per head in the Government Schools was less than in the neighbouring colonies, being £3 8s. 4½d. in Government Schools and £1 13s. 2½d. in Assisted Schools. They pointed out that the cost per head would be much reduced if the children attended better, numbers of boys, especially in the towns, evading school in order to be employed in various ways in the daytime. They suggested the appointment of an assistant inspector.

It was noted that there was a more general employment of female teachers, the number of teachers employed in 73 Government schools in 1881 being 101—27 masters, 46 mistresses, 2 male assistants, 4 female assistants, 3 female ex-pupil teachers, 8 pupil teachers and 11 monitors.

1883. In 1883 they pointed out that the number of schools in the previous year was 75 Government and 18 Assisted, with an average attendance of 2,234 in the former and 939 in the latter. The percentage of attendance on the enrolment this year was 79.

1884 In 1884 the Report contained a Report from Governor Broome, in which he stated that he had visited a number of schools in the colony and examined the scholars. Though the methods were less advanced and the teaching staff less trained than in wealthier communities, he found a good Education Act, painstaking masters and mistresses.

The inspector had been sent to South Australia, and the Governor recommended the South Australian schools as far in advance of anything in Western Australia.

The Governor also suggested that annual scholarships from the primary schools to the High School should be established.

During 1883 there were 93 Government and Assisted Schools in operation, with an average attendance of 3,147, the attendance having been reduced by a measles epidemic. An assistant inspector was appointed during that year, and some new reading books were introduced.

In the Report for the year 1884 it was stated that the number of Government Schools had been reduced from 75 to 73, the Assisted Schools remaining at 16. The Report of the Inspector on his visit to South Australia and Victoria was appended. In this he specially dwelt upon the system of training teachers in the former colony.

The Board pointed out that the £3 10s. capitation grant laid down in the Act was not sufficient to maintain schools in the North, North-west, and other remote districts.

The Inspector suggested that suitable certificates should be given to the scholars passing from the fifth standard and upwards. He commented upon the mechanical and unintelligent method of teaching arithmetic, and stated that geography was taught with very barren results, owing to the fact that mere lists of geographical facts and names were learned by heart, and the map was very little used. He also pointed out that grammar had very little practical result.

The majority of the buildings were described this year as being in good repair and fairly suited for their purpose, but a better style of desk and seat was necessary, and greater cleanliness and order were required in the schools.

In his Report on his visit to the sister colonies Mr. Adkinson urged the great necessity of adopting some plan for the training of teachers, and he suggested some scheme should be devised by which teachers might attend the Perth schools during the vacation of their own schools, to watch the methods during the morning lessons, and in the afternoon attend a class conducted by the assistant inspector and himself. He also pointed out that the teachers' emoluments were still too small, and that one way of improving this was to mix the schools instead of having separate girls' and boys' departments. The mixed school he found was the rule in Victoria and South Australia.

With reference to compulsion, he advised the assimilation to the South Australian plan, suggesting that a census of children of school age should be taken, and that the teachers should send in absentee lists. He also recommended that a minimum number of days should be prescribed as to what should constitute irregular attendance, as in the other colonies. This was, of course, a slackening of the old Compulsory Acts of this colony, and it has not worked well.

He stated, however, that the programmes of instruction were not very different in South Australia from those in use in this colony, but that the superior qualifications of the South Australian teachers no doubt rendered their schools better. He noticed a greater intelligence and smartness in the scholars. He pointed out that the course of instruction in South Australia was only arranged for six years, while there were seven standards in this colony.

The Report submitted in 1886 showed that there were 73 Government and 16 Assisted Schools on the 31st December, 1885, with an attendance in Government Schools of 2,333, at a cost of £3 5s. 6d. per head, and in Assisted Schools of 1,016 at a cost of £1 7s. 4¾d. per head. It was noted that the High School scholarships awarded to the boys had tended to give a stimulus to the higher classes, and that two boys had obtained a very creditable number of marks. The District Boards are blamed for not enforcing their bye-laws.

1886. In the Report for 1886, it is noted as a remarkable fact, which the Board cannot satisfactorily account for, that, although during the year the population of the colony increased some thousands by immigration, the number of children on the rolls and in average attendance in the Government Schools decreased, while the Assisted Schools only increased by nine on the rolls and eight in average attendance. They point out that they think this is due to compulsory clauses becoming more and more a dead letter.

Considerable additions to the schools buildings were made this year, at a cost of £2,600.

Attendance. There were 73 Government Schools in operation this year, with an average attendance of 2,322, and 16 Assisted, with an average attendance of 1,024. The Inspector pointed out that though he had no means of ascertaining the proportion of children of school age in each district compared with the number actually receiving instruction, he considered that the proportion receiving no instruction was increasing, and stated that he saw numbers of children in the streets, at all hours of the day, in the large centres of population. He also pointed to the fact that there were a considerable number of schools in the settled country districts now closed which at one time promised to be permanent establishments. Instead, however, of suggesting that the bye-laws should be carried out with greater strictness in their then form, he pressed upon the Board the advisableness of making a minimum number of days compulsory, as in the other colonies.

With reference to the instruction given, the Inspector notices how difficult it is in the small country schools for the teacher to secure the proper number of passes with such a large number of different classes to be taught. The want of variety in the surroundings of the country child was little calculated to develop his intelligence and powers of observation.

1888. In 1888 the Report of the previous year showed an average attendance of 2,508 in 74 Government Schools and 1,092 in 16 Assisted Schools. The Assisted Schools were now exclusively Roman Catholic, with the one exception of the Perth Protestant Orphanage. It was noted also, with regret, that the number of free scholars was considerably increasing, and also that only two candidates had competed for the High School scholarships, neither of whom had been successful. The inspector recommended this year that there should be an inspection visit, as well as the annual examination, in the case of each school.

1889. The Report issued in 1889 referred to the Commission which had been recently appointed to inquire into the state of Elementary Education. The Commission, which was appointed in 1887, delivered its Report on the 16th March, 1888. The recommendations of the Committee were largely on matters of detail. Their first recommendation was that every school should be visited by the Inspector twice a year—once for examination and once for inspection. There were a number of further details as to the examination schedules and inspectors' registers, and as to

there being no need of presenting children who had not attended school 200 half-days in the course of a year, or in rural districts 150 half-days. They laid down that the three R's only should be taken in Standard I., spelling being added in Standard II., geography in Standard III., and grammar in Standard IV.; that in the girls' schools the following supplementary subjects should be taken:—Sewing in all standards, domestic economy in Standards V., VI., and VII., and that history and object lessons might also be taught, it being laid down that there should be one additional subject in Standard VII.—presumably one of these two. In the boys' schools a selection might be made from the following list of supplementary subjects:—Book-keeping, mechanical drawing, agriculture, carpentry, history, object lessons, or other subjects approved by the Inspector. One of these was to be taught in the first four standards, two in Standards V. and VI., and three in Standard VII. They recommended a further grading of school fees, so that the three higher standards paid 4d., Standards II., III., and IV. 3d., and infants and Standard I. 2d. per week.

They also recommended that while as a rule in the winter months the hours should be from 9.15 to 12, and from 1 to 3, in the summer months it might be desirable to have a longer interval at mid-day and the afternoon hours might be from 2 to 4. They made further recommendations as to readers and copy books, and as to bonus for successful teaching. These seem to have been adopted.

They also laid down a course of study for pupil teachers.

One of the most important recommendations of the Commission was that children instructed at home, living over three miles from a Government School, should be examined in the nearest Government School, and the parents or guardians of the children be entitled to receive a bonus for successful teaching.

The Central Board were asked to make their remarks on the suggestions of the Commission.

With reference to the two visits of the inspector—one only for examination purposes—the Central Board pointed out that this had been their course of action prior to 1878; that then they had two examinations for results, in order that the grant should be paid to teachers half-yearly. They added that for the future they proposed to pay the result grant upon a similar system to that on which the capitation grant was distributed, the efficiency of the school for the one year determining the result for the next.

They agreed with the detailed suggestions as to examination, but with regard to the supplementary subjects they accepted only history, saying that they did not consider the others could very well be imparted by the teaching staff then in the schools, and they were not contemplated by the Elementary Education Act.

They also said they were unable to approve the recommendation of the Commission with regard to the grading of school fees. Many other details they agreed with, but they could not

agree with the change of reading books, on the ground that it would be costly, and that, though certain anachronisms had been pointed out in the old books, more recent editions would probably correct them. The old series seems to have been Constable's, which had been edited by Professor Laurie.

They did not agree with the Commission as to the suggested alterations in the distribution of the result grant, which they considered too elaborate for the colony.

The recommendation as to the examination of children instructed at home, living over three miles from a Government School, and the granting of a bonus to guardians or parents for successful teaching, they considered impracticable.

1889. Revised Regulations

It was noted in the 1889 Report that they were making preparations for a revised edition of the bye-laws. These regulations, which they had in draft, required among other matters that the teachers before appointment should prove themselves competent, and, without taking from District Boards the appointment of teachers, arranged for their appointments to be confirmed only when the applicants had shown their competency to the satisfaction of the Central Board. They stated that though on the whole the personnel of the department was good, considering the smallness of the salaries, there were some teachers whose services were not so valuable as might be wished. They still harped upon the difficulties of compulsion, stating that parents were perpetually pleading that their children were receiving efficient instruction at home or elsewhere. In addition to the higher schools under acknowledged efficient management there were in Perth alone at least twenty-five private schools in existence, over which they could exercise no control, and while they knew that the children were attending irregularly and suspected that the instruction occasionally imparted was not efficient in all cases, they were powerless to act. In spite of this the Inspector pointed out that the percentage of average attendance to enrolment compared very favourably in Western Australia with that in the other colonies, the percentage being 78, while that in New Zealand was only 75, in South Australia 72, in Queensland 70, in Victoria 64, New South Wales sinking as low as 58, and Tasmania to 49. Of course, it must be borne in mind that without any census it was impossible to say how many were not in the enrolment who should have been in this colony; while in South Australia, for example, the roll probably was nearer the actual number of children to be educated; and naturally the inclusion of this additional number of children on the roll would mean the inclusion of those who were given to the most irregular attendance.

The staffing in the schools during this year was stated as:—Forty-four female principal teachers, thirty male, eight assistant teachers, nine pupil teachers, and nineteen monitors.

1891.

No Report seems to have been issued in 1890, the Report for 1889 not being issued until 1891. The average attendance for 1889 was 2,517 in Government Schools, and in Assisted Schools, 1,108. The Board noted that the insistence on certificates from

the teachers before appointment to schools had worked satisfactorily, and they stated that had this regulation been in force long ago they would have been spared the services of not a few teachers "undoubtedly not fit to be entrusted with the education of our future colonists." They pointed out that it would be better the appointments should be altogether in the hands of the Central Board.

A second Report was published in 1891 for the year ending December 31, 1890, and it was there stated that the total number of Government Schools had risen from seventy-six at the beginning of the year to eighty-two, the average attendance being 2,535 in the Government and 1,283 in the Assisted Schools. Three new Assisted Schools had been established—one in North Fremantle, and two in Perth—all connected with the Roman Catholic Church.

Report of Mr. J. P. Walton.

Mr. Adkinson, the Inspector, retired in this year, and Mr. J. P. Walton was appointed. Mr. Walton's first Report gave some statistics as to the number of children examined, from which it appeared that while the number on the rolls was 5,014, and the average attendance 3,818, and that there were actually present on the day of examination 4,483, those actually examined were only 3,967. Twenty out of every hundred children attending the schools were therefore not examined as to their proficiency, and this was in addition to the unknown quantity of those who were not on the rolls of the schools. The percentage of passes in the Assisted Schools was higher than in the Government Schools, being 83 in the former to 78 in the latter. This, however, was no doubt partially due to the fact that a very large number of Government Schools were in small country places, while the Assisted Schools were nearly all situated in the centres of population. He pointed out, further, that there was very little instruction given to the infants under seven years of age, that in only five departments were they taught separately from the elder children, and that it was during this early stage of life that the foundations had to be laid. He suggested that there should be a better defined syllabus of instruction for such children. He also analysed the passes in examination, showing that they were many of them very bare passes, and were not entitled to be reckoned as showing full efficiency in the subjects taken. In a very careful analysis of the failures in the different subjects he dwells once more on the old complaint that the teachers were untrained. He points out how little attempt is given to apply the rules of arithmetic, how geography is still taught by rote, while the geography of Europe and of the world was better known than that of Australia. He urges the Central Board to make some immediate arrangements for instruction in composition, which was included in all other codes but that of Western Australia.

There were this year 42 male and 77 female teachers, including pupil teachers and monitors, in the Government Schools of the colony. Among this number 54 teachers and 22 monitors were

uncertificated. The average salaries of teachers were as follows :—

	£	s.	d.
Head masters- - - - - - - -	102	12	0
Head mistresses - - - - - -	78	6	0
Assistant masters - - - - - -	78	14	0
Assistant mistresses - - - - -	78	12	0

He points out that many young masters, as soon as they can obtain other positions with better chances of promotion, leave the service.

1892. The Report published in 1892 relating to 1891 shows the average attendance in the Government Schools as 2,630, and in the Assisted Schools as 1,280, the total being 3,910. A note also appears that the number of teachers in the Government Schools that year was 131 (47 males and 84 females); in the Assisted Schools 58 (8 males and 50 females). Nineteen Assisted Schools were open during the year. There were 82 Government Schools on the list at the close of the year. It was noted that during this year two cases of fraudulent registration had been reported, and many cases of carelessness, ignorance, or neglect. One teacher had been dismissed and another was severely censured. It was noted that by a comparison of the census returns with the school rolls there were something between 1,200 and 1,700 children without any instruction, while of the remainder 1,358 were reported to be instructed in private schools and 1,372 taught at home. Apparently from these returns only about half the children of compulsory age were in the Government Schools; and of the private schools it is said that some of them are educational only in name and the instruction given to the 1,372 children at home is in most cases problematical.

The Inspector reported that out of 73 Government School buildings reported on 19 only were classed as "good," 10 as "very fair," 20 as "fair," 13 as "bad," and 11 as "very bad." Out of the 19 Assisted Schools 16 were "good," 2 "very fair," and 1 "bad." The Inspector noted also that there was an absence of any proper sanitary arrangements. The twenty-four schools reported as "bad" and "very bad" were really unfit for school purposes. The Inspector also reported that he found the apparatus in use in the schools scanty and of poor quality.

With regard to registration, the Inspector pointed out that there was astonishing carelessness. In one journey, during which he visited twenty-one schools, he noted that the roll was not marked in seven schools, inaccurately marked in four, the admission register was not kept in eight schools, or the school journal in fifteen schools, while the summary was only found in four schools.

He reports that out of seventy-three Government Schools twenty-five kept their registers badly and four very badly, and one had no registers whatever.

Comment was made also on the large number of children who failed to attend 120 half-days during the year, viz., about one-sixth of the children on the rolls, and it was stated that 1,287 out of 5,346 were not examined or nearly one-fourth.

The Inspector states that the standard of examination is a very low one, and far from satisfying him, and he criticises the payment by results of the teachers, pointing out that it obliges the inspectors to be lenient in all cases where there is the least possible doubt. To show the standard of examination he had divided the passes into "good" and "bare" passes, and that out of 10,299 passes 4,362 were only "bare" passes, most of which would be turned into failures under any true standard of examination. Valuable criticisms are made upon the examination standard and the books read.

The average salaries of the teachers are given:—Head masters £108, head mistresses £76, assistant masters £111, assistant mistresses £76. The reason why the average of the assistants is larger than that of the heads is evidently that they are all employed in town schools, while included in the head teachers are many teachers of bush schools. It is noticeable that there is only one teacher receiving £250, and only two others receiving over £200, while exactly half the teachers receive below £74. It is noted also that 47 head teachers possess no certificate whatever.

1892. The Report for 1892 showed that the total number of Government Schools in operation at the end of 1892 amounted to 94. Assisted Schools had increased to 21; the attendance in Government Schools being 2,902, in Assisted Schools 1,322. The average earnings per head of the children in Government Schools from Capitation and Result grants were £3 3s. 1½d., in Assisted Schools, £1 6s. 7d. The cost per head, including departmental and inspectorial work, rose to £3 9s. 4d. in Assisted Schools.

A third Inspector was appointed this year. A new programme for children under seven was introduced, with beneficial results. A comparison with the expenses of other colonies showed that the cost per head was in Western Australia considerably less than in any other colony, and only two-thirds of the amount per head spent in Victoria and New South Wales.

The Inspector noted that registration was much improved, and the proportion of children examined to those on the rolls also showed an improvement. He still comments on the low standard and the very small number of children who reached the upper classes of the school. He pointed out that the age of the children was much greater than ought to be in all the standards examined. He expatiated on the great advantages of the Kindergarten system, and interesting and brighter lessons for the infant classes which were being gradually introduced.

1893. A revised programme came into operation in January, 1893, giving a more careful gradation of the entire course through the different standards, laying greater stress on intelligent and thoughtful answers, as opposed to mere memory work, substituting new readers and insisting on a knowledge of the meanings of words in the subject matter, including recitation of poetry, also mental arithmetic, and carrying geography, grammar, composition and spelling throughout the whole course. History was introduced as a reading book into the three upper standards, and singing by ear was made compulsory, while the infants'

schools were divided into three classes, and a distinct course of instruction laid down. During the year a teacher of method was employed travelling through the colony to give lectures to teachers. It was stated that this was an initial step to the founding of a training college.

Appointment of a Minister of Education.

This year was also important from the fact that it witnessed the abolition of the old Central Board and the appointment of a responsible Minister of Education. New regulations were authorised, making very important changes. The Act which brought about these changes introduced more definite directions for the conduct of the election of District Boards of Education, and other clauses dealing with special religious instruction in elementary schools. (57 Vic. No. 16, assented to 13th October, 1893.) Under this Act ministers of religion, subject to certain regulations, were allowed to instruct children of their respective denominations for half an hour during school time, of course with the provision that parents might withdraw their children both from this special teaching and from the non-sectarian religious teaching given under the head of General Secular Instruction.

It is noticeable that with the further rules as to District Boards their powers were also further defined and the appointment of teachers was taken away from them.

The number of schools at the end of the year is reported to have been 98 Government, the average attendance being 3,088. Assisted Schools remained 21 in number, the average attendance being 1,537. The number of children examined this year was considerably less than examined in the previous year. This was attributed to epidemics. The Inspector of Schools pointed out that out of the 98 Government Schools no fewer than 84 had an average attendance of less than 50. He urged on the Minister that schools should be mixed, and not in separate girls' and boys' departments. The number of teachers was 152, of whom 91 possessed some certificate.

The Report for the year 1894 shows that important new regulations had been framed to come into operation in January, 1895. An Amendment Act, 58 Vic., No. 30, assented to 28th November, 1894, had also been passed,* increasing the amount of Government grant from £3 10s. to £4 10s., and giving larger compulsory powers. An increased vote was necessary in view of the improved scale of teachers' salaries proposed in the new regulations, which abolished the system of payment by results except in the case of Assisted Schools. The compulsory clauses were less stringent than the old ones. The attendance was lowered to 140 school days in the year instead of 180, as had been provided for in the recent regulations, or the whole number of days the school was open, as had been originally laid down.

The number of Government Schools in operation was stated to be 115, the average attendance being 3,552, a considerable increase on the previous year. The 21 Assisted Schools had an average attendance of 1,815.

* This Act was repealed by the *Public Education Act*, 1899. See Appendix G. below.

The new regulations gave very careful directions for the establishment of schools according to the number of children in the district, the appointment, promotion, and classification of teachers, for the staffing of schools, for the salaries of teachers, for their training, for the general management of schools, for the duties and elections of District Boards, the enforcement of compulsion up to the fifth standard, and careful schedules of instruction through all the classes; also subjects of examination for teachers' certificates. The chief inspector pointed out that the training of teachers still remained to be taken up, and it was most necessary in the interests of the colony.

He reported that much had been done to improve the state of the buildings, and that the twenty-five new buildings which had replaced old ones had been fitted up with all the modern appointments necessary in schools of their size and character. The apparatus in the schools had also been renewed, and there was now a good supply of everything needful. The test of examination had been more severe, with the result that the percentage of passes had been reduced to 75 per cent. in 1894, as against 80 per cent. in 1890.

Mr. Maclagan, the teacher of method, reported that he had delivered seventy lectures—generally on Saturdays, sometimes on Fridays, and that they had been on the practical details of school work and the principles of education. The teacher of method had also visited many schools and had given practical examples of school method before the teacher's eyes.

A school method correspondence class had been formed. He suggested that the teachers in the colony should meet together to discuss educational matters; that there should be inter-school competitions in writing, drawing, etc., the best productions being sent round all the schools; that the Department should establish a small lending library containing books specially helpful to teachers; also that an educational gazette should be published monthly for the colony.

1895. The Report for the year 1895 dwelt upon the fact that the new Regulations were working satisfactorily. An important Act, 59 Vic., 27, assented to 12th October, 1895, was passed during that year abolishing the aid to Assisted Schools from the 31st December 1895, compensation being given to the schools, for which purpose the sum of £1,500 was set apart out of the Consolidated Revenue Fund. The only schools remaining (not being Government Schools) which received any further assistance were the four Orphanages. The number of schools at the end of the year was 152, of which 133 were Government and 19 Assisted Schools. It was noted with regard to the Assisted Schools which should be carried on as Private Schools that it would probably be necessary eventually for power to be given to the Minister to have them examined for efficiency. The average attendance in Government Schools was 4,685; in Assisted Schools 1,708. The total expenditure for the year ended 31st December, 1895, was £26,574.

During the year compulsory attendance at the schools had been placed in a more organised state, and compulsory officers appointed in 15 education districts. A number of new school buildings had been erected, and the increase of numbers was so rapid in some suburban schools that immediately the schools were opened further additions were imperative.

The amount expended on buildings during the year by the Public Works Department amounted to £13,850.

Suggestions for the further enforcement of compulsion were made, it being found that many children were employed illegally, and that no penalty had been imposed sufficient to deter the parents; also that private schools kept no returns of enrolment and attendance, and that there were no powers to deal with children found idling in the streets, nor was there any power for taking a census.

There were many changes in the personnel of the teachers, and there were a number of applicants from the eastern colonies. The total number of teachers, including sewing mistresses and monitors, was stated to be 226. A Board of Examiners was appointed to conduct the teachers' examinations.

1896. During 1896 the Report shows that the number of schools increased to 150, nineteen more than in 1895. It was noticed in the Report that the sudden development of the Goldfields had had a very remarkable effect on the increase of children in the schools (see column on page 5 of 1896 Report for progressive attendance). Not only were the schools increased in number, but it was especially noticeable that the number of schools with an average attendance of 100 and over had risen from nine to thirteen, and with 200 and over from four to seven. There had, of course, been great difficulty in providing buildings for this abnormal increase, and it was noticed that nearly £3,400 had been spent under this head alone. The average attendance rose to 6,470, on a roll of 9,008. It was remarked that the percentage of attendance had gone down from 73 to 72, showing that the compulsory clauses were still ineffective for dealing with truancy and absence from school. The cost per head in the schools was given as £3 3s. 7d., excluding administration, £2 10s. 8d. This was a considerable reduction on the previous year, due, of course, to the larger schools making the staff of teachers relatively less expensive. The schools reckoned this year were purely Government Schools, the Assisted Schools having now dropped out of the list altogether, with the exception of five orphanages, for which a grant at the rate of £2 5s. a head was given. The teaching staff in the Government Schools had risen to 281 teachers, and there were over 3,000 children obtaining free education.

Owing to the sad death of the teacher of method another inspector was added to the staff. Early in 1897 a sixth Minister was added to the Cabinet, the new Minister taking over the portfolios of Education and the Post Office, which had previously been held by the Minister of Mines.

The Report for 1897 showed that the enrolment had risen from 9,008 at the end of the 1896 to 12,262 at the close of 1897, and the average attendance had risen from 6,470 to 8,976. This very rapid increase had led to very considerable difficulty as to teaching staff, which had only been got over by the importation of many teachers direct from the eastern colonies. The number of schools had increased to 167. In the larger centres the size of the schools had also been greatly increased, so that a new classification had been devised under which Class I. consisted of schools of 500 and over, instead of 200 and over, as under the old regulations. An Inspector-General of Schools was appointed, and took up his duties at the beginning of the year. 1897.

Some figures are given in the Report as to the comparative expense of the different kinds of schools, the most expensive being the half-time schools, at a cost per head on average attendance of £6 3s. 7d., Provisional Schools costing £5 9s. 4d., Goldfields and Special Schools £4 3s. 10d., while in the ordinary State Schools the average cost was only £3 6s. 4d. The Report pointed out that owing to the larger classes there was great necessity for teachers with higher classifications and larger salaries, the average salary for adult teachers being only £117.

A Teachers' Association was formed during the year, with branches in various parts of the colony.

The Inspector-General divided the work of examination and inspection between the four inspectors, who took four different districts.

It was noted in the Report that the Department obtained for the first time a permanent set of offices in the new Government buildings, and was, therefore, better able to organise its work.

A Bill was introduced late in the year, dealing with compulsion and other matters, but had to be withdrawn owing to the press of work. One of the most noticeable features in the year was the opening of the evening classes in Perth, where, in addition to the elementary subjects of instruction, with history, geography, shorthand, etc., classes were started in carpentry (including handrailing) and chemistry. These classes were very successful, some 200 students attending. Eight other evening schools were in operation during the year in different parts of the colony.

The Inspector-General passed the earlier part of the year in travelling round the schools of the colony and issued a report to the Minister. He found that there were great defects in the plans of most of the buildings, the lighting being especially ill-thought-out, and the shape and size of the rooms being unsuitable for a number of children to be taught by a single teacher in a room. He noticed also that there was very much more wanted in the shape of material for practical teaching by observation, and that there was practically no drawing of any value being taught in the schools. In his interim report he stated that out of 208 head and assistant teachers there was apparently only sixteen who had been through a course of training in a college or normal school He urged, therefore, upon the Minister the

necessity for the immediate establishment of a Training College. This number of trained teachers was, of course, largely increased during the year by the direct importations from the eastern colonies. He found some fault with the curriculum, especially the standards for arithmetic and geography, but on the whole found the colony was well up to what could be expected. It was noted also that there was no manual work in the schools and no technical education in the colony.

At the end of the year the Inspector-General paid a visit to the eastern colonies and prepared a report on their respective systems of education. He reported that there was much of interest in the other colonies, each of them having a few things which it might be advisable to imitate, but that, on the whole, their standards were not higher than those in Western Australia. In South Australia the arithmetic scheme was especially good, and before visiting that colony he had already drawn up schedules of instruction on similar lines for the use of Western Australia, and was glad to report that his personal visit had confirmed his theoretical opinion as to the excellence of the curriculum there in use in this subject.

1898-99. In 1898 the Department endeavoured to consolidate the work of the last few years. The number of schools increased slightly, but there was a distinct check to the immigration into the colony owing to the unfortunate depression. There is, however, no reason to suppose that this will be permanent. The revenue had shrunk, and consequently much of the work which was contemplated, *e.g.*, training college and technical school, had to be postponed. The amount spent on the schools is not large,* but even with the necessary economy it is hoped that progress will be made, and there is every reason to believe that when the revenue improves, as it should do with the good gold returns now coming in, the educational policy of the country will receive more attention and become better developed.

The Public Education Act, 1899, provided *inter alia* for free education for children from six to fourteen, for compulsory attendance, and for the recognition of efficient Non-Government Schools. The text of the Act will be found in Appendix F, below.

CYRIL JACKSON,
Inspector-General of Schools.

* Cp. Supplementary Notes (ii.) Finance.—Statement of Educational Votes for the year 1899.

SUPPLEMENTARY NOTES.

Extracts from the Report of the Education Department, Western Australia, for the year 1899.

(i.) Extracts from the Report of the Hon. the Minister of Education.

"In submitting for the information of Parliament, the Report of the Education Department for 1899, I can point with satisfaction both to extension and improvement. In 1898 I reported an increase of over 2,000 scholars. During the year under review at present, the school rolls show an addition of 1,629. Though this is a slightly smaller number, it has been steadily progressive from quarter to quarter throughout the year, whereas the end of 1898 showed a decrease on its third quarter. This steady increase in the children seems to mean that, while there was no longer a rush of adult Colonists from outside, the settlers were prospering, and by sending for their families showed they are making this Colony their permanent home.

"Many new schools have been demanded, and the Department has erected 21 new buildings, affording accommodation to 1,574 pupils. Additions to old buildings have made room for a further number of children. The total number of places now provided in Government schools is 16,334, and 2,254 in hired or other temporary premises. That 42 new schools have been opened or re-opened, and only three closed, during the year is evidence that the Government is in earnest in its endeavour to extend educational facilities, and the fact that 29 of these were in country districts indicates wider settlement in the vast area of this Colony, and the growth of the agricultural population. Three of these country schools, and one in a small mining township, have been opened under special regulations for sparsely populated districts, on the guarantee of the settlers that they will, if necessary, supplement the salary of the teacher if the £4 10s. capitation grant on the average attendance proves insufficient. New schools and fresh scholars require more teachers, and 82 teachers of all ranks have been added to the staff. Of these only 10 have been assistants, while there were 32 new teachers in charge of schools, the balance being pupil teachers, monitors, and sewing mistresses, the latter being only appointed in small schools. The multiplication of small schools must, of course, increase the expense, and it is not surprising that the cost per head (based on average attendance) has increased to £3 17s. 9d. from £3 12s. 7d., or, if administration is included, from £4 9s. 5d. to £4 12s. 5d. It will be seen that the cost of administration has not increased in the same proportion as the direct cost of school upkeep; in the Central Office great economies have been exercised, and the staff diminished; still, with small schools, the cost of administration

must necessarily be greater, and it appears that in the Provisional Schools (with an attendance between 10 and 20), which have increased during the year from 23 to 55, the total cost per head would be found to be something over £7 if accurate figures could be arrived at. In these schools not only has the cost of teaching to be divided among fewer heads, but there is almost as much correspondence, etc., as for a large school, while sometimes, owing to distance, difficulties of transport, and the like, the cost of inspection may be actually higher. The expense of education in a Colony of such vast area must be somewhat abnormal.

"The need for increasing the salaries of Teachers has long been felt, and a new scale was introduced during the year,* which it is hoped will ultimately benefit the staff considerably. At present it has had little influence in the average salary, which is now only £1 or £2 above the previous year, being only £121 7s. 4d. for Head Teachers and Assistants.

"The salaries of the Teachers of Provisional Schools and Unclassified Assistants reduce the general average. There are 138 teachers in charge of schools containing under 50 children, and their average salary is £102 17s. 3d.; while the 62 masters and mistresses in charge of larger schools average only £206 1s. 8d. That the great majority of the profession should be so miserably, and the higher ranks so inadequately, paid is a grave detriment to the Service. There can be no more important work for the State than the training of its future citizens, and indeed rulers, for every State school child is a potential Premier, as every French Republican soldier was said to carry a Marshal's bâton in his knapsack. A teacher, to be an effective educator, must be himself well educated, and have been through considerable training. The best intellect of the country cannot be attracted to a profession which, while it requires a long period of preparation, offers very inadequate rewards for success. If Western Australian boys and girls of promise are to be induced to join the Service, the Training College must be established at once, and adequate State grants given to the student teachers who join it. The scale of salaries must also be such that they can look forward to reasonable comfort, as well as respect for their honourable position. The difficulties in obtaining promotion in the more stationary populations of the Eastern colonies have enabled Western Australia to secure some excellent teachers in the past, but it is becoming increasingly difficult to get able men and women to enter the service of this Department. Much praise is due to the present staff of the schools for their devoted work under many discouragements.

"The results of instruction in the schools show very considerable successes, and this Colony has no reason to be afraid of comparison with its neighbours. In spite of the new curriculum, the percentage of passes has increased in all subjects but arithmetic. In this there has been a diminution of one per cent. This is in no sense discreditable, since the arithmetic course had been completely re-modelled in the previous year, and a low standard allowed.

* See Appendix C

This year the examiners made no allowances. In all subjects there was a general levelling up. The Chief Inspector points out in his Report that the general percentage of passes in the Metropolitan District in 1897 was 67, while in 1899 it had risen to 69, notwithstanding that in the meantime the revised curriculum had been introduced. That the Teachers in the schools should, at the end of two years, have attained this result in spite of the very considerable change of method required from them, is very creditable. In the Colony generally, 83 schools showed between 60 and 74 per cent. of passes, as compared with 60 schools in the previous year, while the "excellent bonus" was awarded to six schools (two in the previous year), and the "good bonus" rose from 32 to 58. As the new methods of instruction become familiar, there will doubtless be a still more marked improvement, and the Department has every reason to be satisfied with the start that has been made. . . . . All (the Inspectors) agree in taking a hopeful view of their districts, and agree also that the standard is being well maintained, and that any improvement that is shown is a thoroughly real and not a fictitious one. The Needlework Inspectress also congratulates the schools on the steadily increasing average, while the standard has been raised. The manual training side of the Department's work has been developed. In many country districts clay-modelling has been largely introduced. In Perth, 444 boys from the upper standards have received wood-work instruction—an increase of 148 on those attending the centre in the previous year. For the girls a new departure has been successfully instituted in the establishment of cookery classes, which have been attended by 230 pupils. Throughout the Colony drawing has been widely extended, and though the system introduced is entirely new, very remarkable progress has been made. One of the most important events of the Department's year has been the passing of the Education Act, which had been introduced but not carried in two previous sessions. The need of the Act has been for many years mentioned in the Reports laid before Parliament. It has given free education for all children of compulsory age; it has also systematised the work of compulsion. There is a gratifying increase in the percentage of attendance, which has risen from 75 to 79 during the year. This is the highest percentage of attendance achieved in the Colony since 1877, when 80 per cent. was recorded. Probably at that time the truants and irregulars, who pull down the percentage of a school, were not included in the school rolls at all, but escaped education altogether. Schools, too, were only established in centres where it was comparatively easy for children to attend. Now the Act provides for more accurate scheduling, which will, it is hoped, enable the Department to secure the enrolment of all children, while the swifter and easier provision for bringing to book truants and bad attenders should prevent the children of careless parents from being neglected altogether, or from injuring the education of their class mates by their irregularity. Great thanks are due to the police, who have, in the country districts, been most efficient compulsory

officers. Very important provisions dealing with Private Schools have also been passed, which will enable the Government to assure itself that children, not immediately under its control, are not falling behind the standard of education required for the welfare of the State. The provision which has made age and not attainment the reason for exemption from school will guard the little ones from premature work, and will prevent the brighter children being removed early from the influences of instruction which they need to bring their cleverness to its better development. There is a gratifying increase in the number of children remaining beyond the compulsory age of 14 (607), and it is pleasing to note that there were 326 children examined in the Ex-Seventh Class, compared with 94 in 1898. Technical Classes and Evening Continuation Schools have been carried on, and should extend and deepen the studies begun in the day schools. Proper facilities for technical education are still much needed, and it is specially necessary that in this Colony instruction in the sciences useful for mining should be given. . .

"The staff of Inspectors has not been increased since 1896, though the number of children has been doubled. One of the Inspectors points out in his report that he has travelled 12,500 miles. Now that Private Schools have also to be inspected, it will soon be necessary to add another Inspector. . . .

"In conclusion, I can safely promise that the Department will endeavour to still further develop the work which is showing such satisfactory progress."

(ii.) Finance.

Statement of Educational Votes for the Year 1899.

Receipts.	£	s.	d.
To Amount received from Treasury on Account of Vote 1898–99 - -	30,183	12	6
To Amount received from Treasury on Account of Vote 1899–1900 - -	31,844	14	8
Total -	£62,028	7	2

Disbursements.	£	s.	d.
(*a*) Departmental - -	8,533	19	6
(*b*) Public Schools - -	40,656	17	3
(*c*) Provisional Schools -	4,622	3	9
(*d*) Special Schools -	1,224	10	7
(*e*) Half-time Schools -	731	9	4
(*f*) S. P. D. Schools (schools in sparsely-populated districts)	144	7	10
(*g*) Exhibitions, Scholarships, etc. - -	648	1	9
(*h*) Compulsion - -	618	17	4
(*i*) District Boards -	1	18	0
(*j*) Examinations - -	115	1	11
(*k*) Evening Schools -	540	10	1
(*l*) Technical Education and Manual Training - - - -	1,113	7	4
(*m*) District Board Elections - - -	135	7	6
(*n*) Training of Teachers	110	17	1
(*o*) Purchases into Stock	2,728	10	7
(*p*) Miscellaneous - -	102	6	7
Total -	£62,028	7	2

Average Cost per head of Average Attendance—1899.

Class of Schools.	Number.	Average Attendance.	Cost per head.	*Including Administration.	†Including Administration.
			£ s. d.	£ s. d.	£ s. d.
State Schools - -	126	11,185	3 14 7	4 9 3	4 5 0
Half-time Schools -	16	185	4 6 8	5 1 4	6 8 9
Provisional Schools -	55	841	5 8 9	6 3 6	8 8 3
Special Schools - -	6	208	5 17 10	6 12 6	7 4 5
S.P.D. Schools - -	4	46	3 0 6	3 15 2	7 0 6
Total - - -	207	12,465	3 17 9	4 12 5	4 12 5

Cost per head of Enrolment.

Class of Schools.	Number.	Enrolment.	Cost per head.	‡Including Administration.	†Including Administration.
			£ s. d.	£ s. d.	£ s. d.
State Schools - -	126	14,462	2 17 8	3 9 1	3 5 8
Half-time Schools -	16	233	3 8 8	4 0 1	5 1 11
Provisional Schools -	55	1,035	4 8 5	4 19 10	6 16 9
Special Schools - -	6	263	4 13 2	5 4 7	5 14 2
S.P.D. Schools - -	4	60	2 6 4	2 17 9	5 7 9
Total - - -	207	16,053	3 0 4	3 11 9	3 11 9

* The cost of administration of each class of school, as shown in this column, is based on the total average attendance of each class.

† The cost of administration of each class of school, as shown in this column, is based on the number of schools in each class.

‡ The cost of administration of each class of school, as shown in this column, is based on the total enrolment of each class.

(iii.) ATTENDANCE.

(*a*) *Extract from the Report of Mr. W. E. Wray, Chief Compulsory Officer.*

"The total number of children enrolled on the last day of the year was 16,033 an increase of 1,896 on the number of the preceding year. These numbers, of course, apply solely to the Government Schools of the Colony.

"I am pleased to be able to report the percentage of average attendance to enrolment has increased, being 79 as against 75 for the previous year. In comparison with the statistics furnished by the other Australasian colonies this must be considered as very satisfactory, and I hope to see so good an average maintained. . . .

"The question of compulsory education engaged the attention of our own Parliament last session, with the result that an

entirely new Act ("The Public Education Act, 1899," 63rd Vict., No. 3) was passed, containing measures far in advance of previous Acts for dealing with compulsion. Among these may be mentioned the forbidding of employment of children of school age during school hours, except by special permission of the Minister; providing for the compulsory registration and efficiency of private schools; empowering a census to be taken of all children within any district.

"During the year the Department received much valuable aid from those members of the police force who were authorised to act as Compulsory Officers. The duties were carried out with promptitude, and much tact was exercised in dealing with cases where required. The result has amply proved the wisdom of obtaining these appointments, and I should like to see the system further extended. The great obstacle in the progress of elementary education is the early age at which children leave school. Everyone practically concerned with the work of our schools knows how serious the effects of this obstacle are upon the education of the children. I cannot help noticing that there is a growing tendency on the part of the parents to seek to withdraw their children from school at the earliest possible age to go to work. Although the new Act gives the Minister power to grant exemption from school attendance to children between 12 and 14 on the grounds of sickness or poverty of the parents, many applications are made which upon inquiry are certainly not based upon either of these grounds. So many of these applications are being made that great discrimination will need to be exercised in dealing with them. I do not hesitate to say that we lose the benefits of a great part of our expenditure on education, because, just at the period when education in the proper sense begins, children are withdrawn from educational influences.

"During the year exemptions were applied for in 60 cases, of which 50 were granted and 10 refused. Final cautions were issued to 359 parents, and 108 prosecutions were authorised, with the following results:—Fined, 83; cautioned and costs inflicted, 10; dismissed, 1; sent to Industrial School, 12.

"15th March, 1900."

(*b*) *Number of Schools in operation at the close of the year,* 1899.

State Schools	125
Half-time Schools	14
Provisional Schools (including Quindalup)	56
S.P.D. Schools	4
Special Schools	6
Total	205

(c) *Attendance and Staff Return Government Schools*, 1899.

SUMMARY.

	Staff.									Number on Roll last School Week.			Average Enrolment for Year.	Average Attendance for Year.
	Head Teachers.		Assistants.		Pupil Teachers.		Monitors.		Sewing Mistresses.					
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Boys.	Girls.	Total.		
State Schools - -	99	27	41	95	8	52	7	36	33	7,886	6,770	14,656	14,299	11,341
Provisional Schools -	17	40	—	—	—	—	—	—	5	578	526	1,104	1,121	893
Half-time Schools -	8	—	—	—	—	—	—	—	2	125	108	223	216	185
S.P.D. Schools -	—	3	—	—	—	—	—	—	—	31	29	60	53	46
Total - -	124	70	41	95	8	52	7	36	40	8,620	7,433	16,053	15,689	12,465

(*d*) The following is a statement of the attendances in the Schools for the last 28 years. Previous to 1896 the figures include those of the Assisted Schools, and the figures for the last four years are those of Government Schools only:—

Year.	No. of Schools.	Enrolment.	Average Attendance.	Percentage of Attendance to Enrolment.
1872	73	3,475	2,400	70
1873	79	3,431	2,523	73
1874	84	3,830	2,772	72
1875	78	3,758	2,921	78
1876	80	3,864	3,101	80
1877	78	3,861	3,096	80
1878	87	4,070	3,097	76
1879	91	4,053	3,156	77
1880	86	4,046	3,108	76
1881	90	4,004	3,109	77
1882	92	4,051	3,173	78
1883	93	4,061	3,193	78
1884	90	4,273	3,167	74
1885	94	4,479	3,349	75
1886	89	4,508	3,346	74
1887	90	4,673	3,600	77
1888	93	4,679	3,659	78
1889	94	4,744	3,625	76
1890	101	5,014	3,818	76
1891	104	5,345	3,910	73
1892	117	5,973	4,324	72
1893	127	6,338	4,625	73
1894	137	7,418	5,367	72
1895	152	8,744	6,393	73
1896	150	9,008	6,470	72
1897	167	12,262	8,976	73
1898	186	14,424	10,915	*75
1899	207	16,053	12,465	*79

* Calculated on average attendance to average enrolment.

(iv.) AGE RETURN FOR 1899.

Boys.				Girls.				Totals.			
Under 6.	6 to 14.	Over 14.	Totals.	Under 6.	6 to 14.	Over 14.	Totals.	Under 6.	6 to 14.	Over 14.	Totals.
958	7,385	263	8,606	821	6,272	344	7,427	1,779	13,647	607	16,033

(v.) FREE EDUCATION, 1899.

Section A.—Inability to pay fees.
„ B.—Living over one mile from school.
„ C.—Having made 400 half-day attendances in previous year,
„ D.—Other reasons approved by Minister.

A.	B.	C.	D.	Totals.
1,861	2,390	1,546	13	5,810

NOTE.—Under the provisions of "The Public Education Act, 1899," the collection of fees was abolished from 7th October, 1899.

(vi.) Infant Schools.

The following remarks appear in the Report of Mr. J. P. Walton, Chief Inspector of Schools, 1899 :—

"It is with much pleasure that I am able to record progress in the matter of suitable and efficient education of infants. The Infants' Schools, as opposed to Infants' Classes, found at Perth Central, Beaconsfield, and Fremantle are capital Institutions, taught by devoted and able teachers, where every effort is made to impart instruction to the little ones on the most modern and approved methods. The progress in such schools has been far more rapid and thorough than in those where the infants are an appendage to the senior school, and I would strongly recommend the establishment of separate schools for the younger children wherever a sufficient number of little ones can be found.

"It is once more necessary to warn teachers that they have not introduced the Kindergarten system when they have included a few varied occupations into their time tables. These are useful as providing a change of occupation, and thus relieving the monotony of school life; but Frœbel introduced a system, a method of teaching, which should affect every lesson and every subject. Teachers should make a study of the principles underlying the system, and not rest satisfied with producing a few specimens, more or less well executed, of paper-folding, embroidery, mat-weaving, etc."

(vii.) Special Religious Instruction, 1899.

Special Religious Instruction was given in 117 Schools by :—

	Schools
Church of England alone in	85
" " and Congregationalists	3
" " and Wesleyans	12
" " and Presbyterians	2
" " and Baptists	3
" " and Roman Catholics	1
" " and Hebrews	1
" " and Congregationalists and Wesleyans	2
" " and Wesleyans and Presbyterians	5
" " and Wesleyans, Congregationalists, Presbyterians, and Baptists	1
" " and Wesleyans, Congregationalists, and Salvation Army	1
Presbyterians alone	1
Total	117

(viii.) MANUAL TRAINING, 1899.

	Number of Scholars passed through Class during Year.	Number on Roll at end of Year.	Days open.	Classes held.	Attendances made.	Average Attendance.	
						Per Day.	Per Class.
1899.							
Carpentry (Boys]	444	283	209	621	11,448	55	18
*Cookery (Girls) -	230	92	157	247	2,916	19	12
Total - -	674	375	—	868	14,364	—	17
1898.							
Carpentry (Boys)	296	260	109	269	4,355	40	16

* Classes in Cookery were opened 12th April, 1899.

Dealing with Inspection and Examination, Mr. J. P. Walton, Chief Inspector of Schools, says in his report for 1899:—

"Most of the schools introduced some form of Manual Work. The favourite subjects were Clay-modelling, Cardboard-modelling, and Agronomy. During the coming year it is expected that Manual Work will receive additional attention, and from the aptitude shown in this direction by many of the children, no doubt good progress will be made."

See also above (1.) Extracts from the Report of the Hon. the Minister of Education.

The following can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

(i.) The full text of the various Education Acts from 1871 to 1899, with regulations framed thereunder.

(ii.) Report of the Commission on Education, 1888.

(iii.) Recent Reports of the Education Department.

(iv.) Plans of School Buildings.

And other documents relating to Education in Western Australia.

APPENDIX A.

SUBJECTS OF INSTRUCTION IN ELEMENTARY SCHOOLS.

SCHEDULE I.

Scripture.

Standards I. and II.—Lessons from incidents in the lives of the following Biblical characters, *e.g.*, First year: Noah, Isaac, Joseph, Moses, Samuel, David; Second year: the three Hebrew children, Daniel, Hezekiah, King Josiah, Elijah, Elisha, Jonah.

Standards III. and IV.—Irish National Book. First year: Old Testament, No. 1; Second year: New Testament, No. 1.

Standards V. and VI.—Irish National Book. First year: Old Testament, No. 2; Second year: New Testament, No. 2.

Standard VII.—In small schools (*e.g.*, below 100 average attendance) this standard may take Scripture with Standards V. and VI. In larger schools they must study the whole series of Irish National Books.

Moral lessons must also be given, *e.g.*, in temperate use of foods, drink, in truthfulness, honesty, cleanliness, perseverance, reverence, modesty, etc.

Arithmetic.

General Principles.

1. In the earlier stages all numbers are to be learned and all processes explained by the actual observation and handling of suitable objects; and in all stages every process is to be thoroughly understood by the pupil. Simple apparatus and diagrams—coins weights and measures—must be provided.

2. Mental exercises are in all cases to precede written, and concrete quantities are to precede abstract.

3. The processes used in written arithmetic are not always suitable for mental calculations, and therefore should not be followed in working sums in the head. Speaking generally, mental calculation works from the higher constituent part to the lower, while in written work we begin with the last part thought about (the units).

4. Problems and applied questions should have reference to daily life and experience.

Teachers will find the course treated fully in the various parts of the "Adelaide Teachers' Manual of Arithmetic."

Infants.

The numbers from 1 to 12.—To understand and make calculations with these. To write figures from 0 to 9. Counting forwards and backwards by intervals of 1, 2 and 3 up to 12. Addition, Subtraction, Multiplication and Division to be taught, but no number higher than 12 to be employed in the questions or required in the answers. Easy problems on common objects or on the Tables specified.

Tables.—Money—12d. = 1s. 2 sixpences = 1s. 4 threepences = 1s. 2 ha'pennies = 1d. 4 farthings = 1d.

Time—7 days = 1 week, and to learn the names of the days in order.

Length—12 inches = 1 foot. 3 feet = 1 yard. Children in this class may learn to count forwards to 100.

STANDARD I.

The numbers from 1 to 100.—The division of the hundred into tens as well as the composition of every number up to 100. Thus 45 should be analysed into 4 tens and 5 ones. Objects, Diagrams, or number pictures to be used at first. Written arithmetic begins in Standard I.

The 4 simple operations, no number higher than 100 to be employed in the questions or required in the answers. Constant practice in the various combinations under twenty. Exact tens should be added, subtracted, etc., orally. Subtraction explained by the use of the notation box. Counting forwards and backwards by intervals of 2, 3, 4, 5 and 10.

Multiplication and Division Tables to 72. The meaning of $\frac{1}{3} + \frac{1}{4}$ and $\frac{1}{3}$ by concrete examples. Oral addition of money under 1/-. Shillings up to 40 to be expressed as pounds and shillings, and pence up to 40 as shillings and pence.

Easy problems in following tables to be taught concretely where possible :—

Tables.—Money—20s. = £1. 10s. = $\frac{1}{2}$. 5s. = $\frac{1}{4}$. Pence table to 40d.

Time—24 hours = 1 day. 12 months (with names) = 1 year.

Length—22 yards = 1 chain. 66 ft. = 1 chain. 6 ft. = 1 fathom.

STANDARD II.

The numbers from 1 to 1,000.—Clearly understood, including analysis and synthesis.

Concrete representation of 1,000 may be given by the use of a diagram or by Sonnenschein's apparatus.

Oral practice in four operations on simple numbers, either in abstract or in easy problems (exact tens and hundreds to be considered simple numbers).

Special attention to mental addition and subtraction of numbers of not more than 2 digits.

Multiplication of 2 by 1 digit.

Oral practice in money questions of not more than 2 denominations. The slate work of Standard I. to be taken orally.

Ordinary rules to be taught for slate working up to 1000. Multipliers and divisors not to exceed 12. Slate addition of money of 3 lines and subtraction in easy sums—not exceeding £10 in questions and answers.

Notion of Fractions by concrete examples ; numerators to be confined to unity and denominators not to be higher than 12.

Easy problems in the tables below :—

Tables.—Multiplication and division to 12 times 12.

Pence table to 100—2/6 = $\frac{1}{8} \times$ £1. 2/- = $\frac{1}{10} \times$ £1.

Time—60 seconds = one minute. 60 minutes = 1 hour. 365 or 366 days = 1 year. (To learn the meaning of 1.50, etc., on the clock.)

Weight—16 oz. = 1 lb. 28 lbs. = 1 qr. 4 qrs. = 1 cwt. 20 cwt. = 1 ton.

Capacity—2 pints = 1 qt. 4 qts. = 1 gal.
Length—5½ yds. = 1 rod. 4 rods = 1 chain. 100 links = 1 chain. 80 chains = 1 mile.

STANDARD III.

The numbers from 1 to 100,000.—Mental working of the sums of Standard II. or easier sums of the slate arithmetic.

Mental calculations of prices of dozens, scores and grosses of articles.

Prices involving easier aliquot parts of a sovereign and shilling, to be calculated mentally (*e.g.*, 120 books at 2/6. 36 pencils at 3d.).

Simple and compound rules (money) divisors and multipliers, not exceeding 99.

No number higher than 99,999 (and in money £99) to be employed in the question or required in the answer. Reduction will be taught.

Fractions—denominators to 12, numerators not confined to unity—by concrete examples. Three-fifths should be obtained by first getting one-fifth and then taking three times the result.

Elementary lessons in finding areas, first those which can be actually ruled out on the slate in square inches, then those in which it is possible to show the area dealt with in the schoolroom itself.

The children must learn practically the meaning of sq. in., sq. ft. sq. yd.

Tables.—Length—40 poles = 1 furlong. 8 furlongs = 1 mile. 1,760 yds = 1 mile.

Surface—144 sq. inches = 1 sq. ft. 9 sq. ft. = 1 sq. yd.

Weight—14lbs. = 1 stone. 112 lbs. = 1 cwt. 200 lbs. = 1 bag of flour.

Paper—24 sheets = 1 quire. 20 quires = 1 ream.

STANDARD IV.

Numbers to Millions.—Mental arithmetic on the same lines as explained for Class III., such additions being made as will suit the written arithmetic below.

Ordinary sums in the simple and compound rules and reduction. Household accounts and ordinary invoices. Small bills of parcels.

Cubic contents of rectangular solids. The sums must deal with the objects the children see around them. Diagrams should be drawn on the blackboards and on the slates.

Fractions—denominators to 24. Meanings of ·5, ·25, and ·75 and corresponding value in vulgar fractions. G.C.M. and L.C.M.

First ideas of percentages. Only exact hundreds will be dealt with, and the percentages will be 10, 20, 25, 50, and 75. In addition the ordinary percentages used in trade discount ($2\frac{1}{2}$ and 5) will be learned and will be shown to correspond with 6d. and 1/- in the £.

Tables.—Surface—10 sq. chs. = 1 acre. 4,840 sq. yds. = 1 acre. 640 acres = 1 sq. mile.

Solidity—1,728 cub. in. = 1 cubic ft. 27 cub. ft. = 1 cub. yard.

Weight—2,240 lbs. = 1 ton, but 2,000 lbs. = 1 ton of flour or chaff; 1 cub. ft. of water weighs 1,000 oz. or $62\frac{1}{2}$ lbs.; a gallon of water weighs 10 lbs.

Capacity—2 gallons = 1 peck; 8 gallon = 1 bushel; about $6\frac{1}{4}$ gallons of water = 1 cub. ft. or 100 gallons = 16 cub. ft.

STANDARD V.

Mental arithmetic as before.

The ordinary operations for adding, subtracting, multiplying, and dividing easy fractions.

The meaning of such decimals as are used in common life should be taught.

Simple practice.

Questions on subjects occurring in actual life to be worked by first principles (unitary method).

Mensuration of areas of ordinary life as (1) rectangles, (2) 4 sided figures with 2 sides parallel, (3) triangles with given height.

To measure tanks rectangular or cylindrical with given diameter and depth (the area of a circle to be taken as 3 1-7th the square of the radius and the circumference 3 1-7th times the diameter). These facts must be demonstrated experimentally as far as possible.

All sums in mensuration should be illustrated by diagrams to scale.

Simple percentages and ordinary discounts.

Simple interest, the rates may be confined to $2\frac{1}{2}$, 3, 4, $4\frac{1}{2}$, 5, 6, 7, 8, and 10 per cent., and the period to years, half years, and quarters

TABLES.

All the ordinary Tables.

STANDARD VI.

Mental arithmetic as before.

Vulgar fractions and decimals (excluding recurring decimals).

Solution of problems.

Interest more fully studied, including compound.

In connection with decimals the process of decimalizing money at sight should be taught, and also contracted multiplication. These processes should be applied to the calculation of prices and other applied questions.

The mensuration of common life to be fully studied.

Square root to be begun.

STANDARD VII.

Mental as before.

Vulgar fractions and decimals (including recurring decimals).

Present worth and discount.

Profit and loss.

Investment of savings. Easy stocks and shares.

Averages and percentages.

Ratio and proportion.

Mensuration of areas and volumes.

Approximate calculations.

WRITING.

General Principles.

This will be prepared by the drawing in the Infant classes, the straight lined letters made there and the curves gradually learned being utilised for various letters in turn.

Teachers who are not themselves able to write first-rate copies on the board with speed and accuracy are advised to write on paper or card large specimens of each letter as perfectly as possible. These can be hung on the wall as models or combined on the board to make words. The blackboard, however, must always be used in a writing lesson to point out the methods of forming and joining letters, or the errors made by the children.

The upright style of writing is recommended, but any graded set of copy-books may be used, as long as they have been approved by the Department. If the teachers prefer to set their own copies books need not be used, but the children may write in blank books, all of which will be retained for the Inspector, like the copy books. Great care must be taken to ensure that children copy good models ; too often they are allowed to write a word so

many times that they only copy their own writing, and deteriorate instead of improving as they go on. In a copy book it is often well to let a child begin at the bottom and work upwards.

In transcription the greatest care should be taken to see that capitals and stops are copied, as well as that the spelling is quite correct. Dictation lessons should be prepared beforehand. The teacher should always endeavour to *prevent* the child from spelling the word wrongly. Children will be required to keep an exercise book for dictation and transcription only, which is to be shown to the Inspector at the annual examination. These books may be corrected out of school. If the errors are such as the child at his stage of knowledge might have avoided, the teacher should simply underline them and call on the pupils to correct them, but where they arise from insufficiency of knowledge the teacher should correct them and discuss them with the child. Alterations will be taken into account by the Inspector: erasures will not be allowed. Teachers must guard against these on the slates as well as on paper.

INFANTS.

Infants will not be required to write until their last year in the Infant school, and then only the small letters in simple words will be required.

STANDARD I.

To write on slate simple words with capital letters from dictation, and to transcribe on paper and slate from print.

STANDARD II.

Copy books or other exercises in penmanship.

To write on slate from dictation words taken from the reading books in use in the standard, and which the children have previously spelt.

STANDARD III.

Penmanship and transcription.

To write on slate from dictation a paragraph not exceeding eight lines in length.

STANDARD IV.

Penmanship and transcription.

To write on paper, from dictation, a paragraph not exceeding eight lines in length.

STANDARD V.

Penmanship.

To write, from dictation, a paragraph not exceeding eight lines.

STANDARD VI.

Penmanship.

To write, from dictation, a paragraph not exceeding ten lines.

STANDARD VII.

Penmanship.

To write, from dictation, a paragraph not exceeding twelve lines.

READING.

General Principles.

Teachers are at liberty to chose their own methods, but the Primers are based on the Adelaide system, which is phonic. The Alphabet need not be taught. As soon as the children are able to read single words they must be trained to attach a distinct idea to them. Similarly, in a sentence they must grasp the sense distinctly. Punctuation must be taught early. Lessons on word-building should be given throughout. The children must

be made to understand what they read, and to read in such a way as to show that the meaning has been grasped; the teacher should frequently read as a pattern, and simultaneous reading should be used to give fluency and expression. Monotonous and sing-song reading must be strenuously repressed. Local accent to be steadily combated. Special care taken to pronounce final consonants distinctly, as well as the aspirate. Teachers must bear in mind that their object is to teach children to read—not to read a particular book. The Inspectors may ask the children to read from unseen books, as well as those prepared.

INFANTS.

I. Sounds and forms of simple letters and words.
II. First Primer (Victorian).
III. Second Primer (Victorian).

STANDARD I.

Two Readers approved by the Department.

STANDARD II.

Two Readers.

STANDARD III.

Two Readers, of which one may be Stories of English History.

STANDARD IV.

School Paper (Victorian III.).

STANDARD V.

School Paper (Victorian IV.).

STANDARD VI.

Australasian Reader V.

STANDARD VII.

Reader to be approved, or a continuous story, biography, or book of travel to be taken, approved by the Department.

In Standards V., VI., and VII., Gardiner's History Readers; and for boys, Agricultural Text Books will be used in addition. Standard IV. will read Nelson's Queens and Kings or some other stories of English History.

SPELLING.

Spelling is taught by causing the children to look carefully at the words as they read, so that the eye becomes accustomed to the proper appearance; by transcription; by dictation; by word-building; and by learning words of exceptional difficulty by heart. After the reading lesson words may be spelt orally or written on the slate. During the lesson difficult words should be picked out and written on the board. The words should, when necessary, be divided into syllables and sounds. In writing on the board words pronounced the same but spelt differently and with different meanings, the teacher must be careful to write each in a sentence. To write down "were" and "where," or "pane" and "pain" without their meanings teaches nothing to the children as to the occasions on which to use each.

In word-building in the upper classes valuable practice in English is given if the root of various words is shown from the first, with prefix, etc. From "like" can be drawn "likely," "likeness," "childlike," "dislike," etc.

In the Infant Schools word-building will be used for forming simple words out of the ordinary sounds associated with the letters. It should be noted that it is irregularity of structure, not the number of syllables, which makes a word difficult. From the earliest stages children should be taught to read long words of simple character by breaking them up into syllables.

The Inspectors will not require every word in the reading books to be spelled correctly, but any regular words must be known and all irregular words learned in a lower Standard, or similar words so learned. Words in common use are to be selected.

Drawing.

Drawing will be taught in accordance with the Syllabus published by the Department of the Science and Art, South Kensington, known as Number III. Alternative Illustrated Syllabus of instruction in Drawing in Elementary schools.

General principles are given in the syllabus.

The slate slots in the desks will be found useful for holding mill-board or the other material used.

The full syllabus will not come into use till 1901, but teachers are expected to work some of the drawing of each standard or to take the earliest standards throughout the school.

English.

General Principles.

The object of instruction in English is to enable children to speak and write clearly, distinctly, and correctly, and to enlarge their vocabulary. Too much stress is generally laid on an acquaintance with a number of technical terms, which have little influence on the speech of the learner. Conversation lessons will enlarge the vocabulary, as well as teach the children to express themselves. The teacher will make the pupils find out the names of objects in school, home, or workshop ; of animals, domestic and wild ; of plants ; of geographical names, etc. He will discuss the form and use of objects, their colour, the habits of animals, etc.

Great care must be taken to exclude triviality in selecting pieces for recitation. It is easy to mistake childish for childlike things. In the higher classes pieces should be chosen from standard writers and should be national and popular in their tone. As far as possible, complete poems must be learned, but scenes from plays which are fairly complete may be taken if the plot is explained. Dialogue is recommended, as it is both interesting and leads to good dramatic expression without theatrical forcing.

Analysis of sentences must not consist in taking up the words one by one and parsing them, but should be rather dealt with synthetically, *i.e.*, the simple sentence, noun and verb should first be taken. Example—"The boy sings." Then the predicate may be completed : "The boy sings a song." Next some extension : "The boy sings a song in the schoolroom." Then would follow adjectives : "The best boy sings a beautiful song in the large schoolroom." Then the personal pronoun and another sentence : "The boy sings, etc. ; he is practising for a concert, etc."

Infants should learn by heart the words of one or two little songs, and a few lines of some simple recitation. They can begin to answer in sentences. Little conversation lessons should be given to encourage them to express themselves readily.

Standard I.—Children must answer questions in complete sentences They must be able to analyse them into subject and predicate. This must be observed throughout the Standards, and in all lessons except arithmetic. Conversation lessons should be continued. The children should narrate incidents in their home life, at first with the help of prompting and questions from the teacher, but they should gradually learn to express their own sensations and observations in simple, correct and complete phrases well pronounced and accented. Children must learn to recite with intelligence 20 lines of poetry, and explain its meaning. Teachers will be expected to take 3 pieces of 20 lines during the year, but the last learnt only will be taken at the annual examination. If possible a selection should be made from outside the Reading Book. The children should be told the meaning of a noun and pronoun, and learn to point them out.

Standard II.—Children must continue to practise the expression of personal narratives, and a correct elocution of these will be taught Analysis

as in Standard I. They will be taught adjectives as well as nouns, and will learn the formation of the plural. They must be able to add suitable qualifying adjectives to given nouns. They should learn to recite, as above, 30 lines of poetry.

STANDARD III.—Children must learn to reproduce orally the substance of a short story, and reproduce in their own words the sense of a sentence or piece they have read. Analysis of sentences into subject, verb, and object. They will be taught verbs with the three principal tenses (present, past, and future). They will analyse and form sentences containing given nouns, adjectives, and verbs. 40 lines of poetry to be recited, or 30 lines of prose.

STANDARD IV.—Children should write sentences to contain nouns, or pronouns, adjectives, verbs, and adverbs, and be able to analyse a simple sentence. They will continue to practise oral reproduction of short stories or pieces they have read, and will describe any suitable object. Not less than 40 lines of poetry to be recited and 10 lines of prose (passages from Scripture may be selected, but Teachers must exercise great discretion, especially should there be Jewish children in the School).

STANDARD V.—Children should learn how to write a letter. They can continue to express themselves orally, giving an account of something they have seen, heard, or read of at home. They must be able to analyse more difficult simple sentences. Not less than 40 lines of poetry and 12 of prose to be recited.

STANDARD VI.—Children must reproduce in writing the substance of a short story or piece they have read. The Teacher may read the piece through twice, and should call attention to the main ideas and their sequence. At first these should be written on the blackboard. These compositions should be corrected in class, and might sometimes be re-written, but the books with the original mistakes should be preserved and shown to the Inspector. Analysis of easy complex sentences. The meaning and use of common Latin prefixes and affixes. Lessons on the roots of words. Teachers may use the Derby Complete Grammar Summary or other suitable book. Fifty lines of poetry and twelve of prose to be recited.

STANDARD VII.—Written composition on an easy theme. Analysis of complex sentences, and parsing of nouns, verbs, adjectives and adverbs. Prefixes, affixes and roots. Sixty lines of poetry and twenty of prose to be recited.

Note.—Macmillan's New Series of Recitation Books are recommended, but Teachers may choose any other pieces. The notes given are, of course, only of the more difficult words. The children must not learn these by heart but must be prepared to explain in their own language the meaning of the words and passages annotated as well as those not mentioned.

GEOGRAPHY.

General Principles.

No text books for the facts of Geography should be used by the children; the teacher will orally fill in the knowledge they obtain from topographical observation and study of the globe and map. Books of travel etc., may be read to impart general interest. Leave unlearnt, if possible unmentioned, whatever in the way of names, and especially of figures, cannot be remembered permanently. In heights, sizes, etc., it will be sufficient to give the last or even the last two figures in round numbers, and they should always be compared with others known to the children, as figures have not an absolute but only a relative value.

The instruction will begin with the school and immediate neighbourhood, and with elementary knowledge of physical features, and will be gradually extended so as to give a general knowledge of the world.

Geography from the first must include some knowledge of climate and productions, as well as mere topography, but physical geography must precede historical and mathematical.

Teachers are advised to provide themselves, if possible, with a collection of pictures of places and people, but the latter should show national characteristics, and the former, as far as possible, peculiar physical or other features. The main streets of the various capitals have a general similarity which is not instructive as to their differences. Pictures of agricultural, mining, and manufacturing processes would also be valuable.

INFANTS.—First notions of a map to be given from a plan of the schoolroom, to be drawn on the blackboard to scale by the teacher from measurements actually taken by the children themselves. The board should at first be laid on the floor so that the lines may correspond. The children must be taught to point out on the plan the positions of desks, windows, chairs, etc., or to move a chair to different parts of the room as indicated on the plan.

STANDARD I.—Plan of room, and, if possible, school, to be measured and drawn to scale by the children on their slates. Marked rulers will be required. The cardinal points of the compass are to be learned by observation of the sun, and noted both on the plan and in relation to neighbouring prominent buildings or other objects.

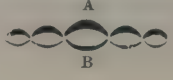
STANDARD II.—School and playground to be measured and drawn by children. The neighbouring streets and fields to be drawn on blackboard by teacher from observations and rough measurements by children. The children should also make a sketch plan on their slates from observation. The cardinal points to be always borne in mind. A knowledge of the neighbourhood within ten miles of the school must be acquired. Teachers are advised to make maps from those supplied by the Lands Department, but to omit block boundaries, and insert farms or houses, roads or tracks of importance, etc. The children must know whither the roads lead, what creeks, etc., are crossed within the ten miles' radius, the principal buildings, the character of the country, and occupations of the people.

Simple geographical terms will be learnt by observation, *e.g.*, in various districts, road, railway, plain, hill, valley, creek, well, forest, meadow, lake, river (with right bank and left bank), sea, coast, bay, cape, island. A few shovelfuls of sand and some water will give fairly clear ideas of such terms as cannot be learnt by observation. Definitions should not be learned till the children have clear ideas of the meaning of the thing defined. The children's own descriptions, if fairly accurate and intelligent, should be preferred to a book definition.

Elementary ideas of the sun and earth to be given. It will be sufficient to describe the earth as a globe travelling round a larger one, and to give some idea of the relative sizes.

STANDARD III.—More accurate knowledge of the physical features and products of the district and of West Australia. Physical maps of West Australia to be drawn on slate by the children from memory. Scale to be carefully explained. Length and breadth, etc., to be illustrated by comparison with distances known to the children, *e.g.*, the road to school, the height of a spire. The most important capes, rivers, mountains, etc., to be named. Elementary ideas of the physical globe to be given, and the position of West Australia indicated. The names of oceans and continents to be taught, and the chief climatic zones indicated. Meridians and parallels to be explained. These will be used in map-drawing, but as straight lines. A fuller explanation of geographical terms to be given. Day and night should be explained. A stick in playground, stuck upright, should be used to explain time, etc.

Note.—In map-drawing, to represent a mountain system, curves bulging outwards are recommended. The steeper (*a*) or gentler (*b*) bend of these curves, together with different thicknesses of line, to indicate comparative height or steepness of the ascent. This can later be developed into more accurate contours.



STANDARD IV.—General Geography of West Australia, including towns, railways, chief products and industries. Early exploration to be touched upon. The principal trade routes are to be indicated, and the countries named from which the chief imports are derived. Physical maps of Australia and New Zealand to be drawn on paper by the children from memory. Chief mountains, capes, rivers, and islands to be known by the children. Meridians and parallels to be more fully explained.

The moon to be described, and the children made to observe the appearance of new and full moon, noting the number of days from one full moon to the next.

STANDARD V.—Physical features of Europe, and more particularly of the British Isles. Lessons on climate to be deduced from these and compared with Australia. These will include some references to vegetation, and to the charteristics of the inhabitants.

The general geography of Australasia, with memory maps of the colonies, including principal towns and railways. Products and trade routes to be taught.

STANDARD VI.—General geography of the British Isles and other European countries. Important names only to be learned, and memory maps drawn. Trade and products especially to be noticed. Some account to be given of the various races.

The movement of the earth and the causes of the seasons to be explained, with special comparison of the English and Australian seasons.

STANDARD VII.—General geography of the World. Memory maps of the continents. Important names only to be learned. Commercial centres and main areas of various kinds of production to be especially studied. The British Empire to be more particularly dealt with. The solar system, the moon, tides, ocean currents, trade winds, circulation of water on the earth by evaporation, dew, rainfall, glaciers, rivers, seas, changes of coast line produced by the action of water, hot springs, earthquakes and volcanoes.

Physiography to be taken on general lines.

In small schools modifications of the above Standards are permitted. Schemes should be submitted to the Department. The general outlines of the above scheme to be observed, but, *e.g.*, Standards I. and II. might be grouped as Topography; Standards III. and IV. deal with the physical globe and more particularly Australia; Standards V., VI., and VII. dealing with general geography, allow of considerable alteration in the order of lessons. A school might thus be divided into three classes, each taking two years or more.

HISTORY.

A general outline of English History must be acquired, and the biographies of great men should be specially studied. The early Australian explorers might be taken.

The lower classes might have short stories from English History taught in the coversation lessons.

STANDARD III. may take Nelson's Stories of England as a Reading Book, but should at any rate learn the matter contained in it.

STANDARD IV. will take Nelson's Kings and Queens of England. General knowledge of the book will be required.

STANDARDS V., VI., and VII. will read Gardiner's Student's History in three parts. They will be expected to know some of the leading facts and dates thoroughly.

Kindergarten—Varied Occupations.

Manual Work (with Drawing).

Young children exhibit a love of movement and an eager desire of questioning. These must be trained, not repressed. Kindergarten training aims at the harmonious development of the child's nature, and its games stories, and occupations stimulate the mind, while strengthening sense, perception, and bodily activity.

In the Infant classes, drawing, paper folding, sticklaying, building, etc., will teach the children accuracy of eye and usefulness of finger. These might be developed and extended in the upper classes. Where possible, the use of tools on wood should be taught to boys in the Fifth Standard and upwards. Other useful occupations for training hand and eye would be clay modelling in connection with the drawing, and cardboard cutting and modelling.

Caning chairs, brush making, basket making, and netting are all easily taught to children, and are useful occupations. They utilise the fingers and stimulate the creative faculty, though they have not the same educative value as the clay work or carpentry classes.

The production of merely pretty objects should be avoided. Wood-carving may be taken, but it is not recommended, design being better taught by drawing and the use of tools in the elementary carpentry.

Wherever possible, the teachers should give some manual work to the boys, to correspond with one at least of the needlework lessons of the girls.

Object Lessons.

The intention of an object lesson is to make the children observe some object, form their own ideas, and express them. They must be used in the infant classes and lower standards to enable the children to understand some of the qualities underlying the things which they see most commonly but of which they form no real conception. In the higher standards they should become lessons in elementary science, but still retain the experimental character so that the child himself is trained to observe phenomena and reason from his own observation. They must not be mere information lessons about objects, though these are very valuable, and should also be given. Teachers must submit to the Inspectors a list both of object lessons and information lessons given during the year. The actual object must always be used in the lesson if possible, but a good picture may sometimes take its place. A thorough examination of a few objects trains the children's observations better than a superficial treatment of many. The child must compare and contrast the object with others. Teachers should as far as possible illustrate details by drawing on the blackboard. The children might make simple drawings of the form they observe when possible on their slates or paper. Clay modelling would be still more valuable. To train the observation of the child his attention should be directed to the different parts of the object in an orderly manner, and their relation to the whole explained to him. The object should then be again treated as a whole. After the children have been trained to observe, they must learn to express clearly the result of their observations.

A list of suitable lessons might destroy the teacher's initiative ; but any of the following would be good. Teachers must choose their own subjects :—

Lessons Specially Adapted for Town Schools.

The School Door—Its material, shape, construction.

Glass—Uses, manufacture, etc.

Drinking Water—How obtained, simple properties of water shown.

River—Boats, barges, etc.

Bricks—Size to be measured by children, shape to be drawn, manufacture, arrangement in 14 in. or 9 in. wall may be shown with wooden bricks.

Wood—For building, for lining, for burning; any local wood, *e.g.*, jarrah sandalwood.

Corrugated Iron—Its uses, how made.

Kerosene—How obtained, properties, uses, dangers.

Gas—Pipes, works, etc.

Roadmaking and Paving—Common stones used.

Railways—The line, rolling stock, the railway men.

Horse—Hide, teeth, hoofs, tail, mane.

Cat—(Compare with dog)—eyes, rough dry tongue, pads and claws, teeth, method of holding prey, drinking, fur, whiskers, tail.

Mouse—(Compare with rat)—teeth, paws, tail, whiskers, eyes, ears.

Plant—*e.g.*, grown in school.

Shops—Their contents, *e.g.*, oranges, bananas, tea, sugar, currants, etc., etc.

The Baker—Flour, paste, bread, biscuits.

The Newspaper.

The Milkman.

The Postman—Addressing and posting letters—the stamp.

The Policeman.

The Omnibus.

Foods—Tea, coffee, potatoes, meat, etc.

The Garden and its contents.

Ventilation.

Sunrise, Noon and Sunset—Note the different objects over which the sun rises or sets each month, varying height above horizon at noon, length of shadow.

Cork—Uses, qualities; illustrated by experiment.

Country Schools.

The Land—Bush and plough land, soil, level or sloping; difference between sand and mud; hills, rivers.

The Sky—Clouds of three kinds ("heaps," "beds," and "feathers").

Wind—(Note and keep record of the direction of wind for several days) —warm and cold, rainy and dry winds.

Rain—Drops on dust form little balls, heavy rain tearing up roads.

Thunder and Lightning.

The Moon—Note the changes; draw the shape from week to week.

Snakes—Shape, covering, how they move, jaws, fangs.

Trees—Evergreen or deciduous (leaves might be pressed and their shapes drawn round by children); the gum, jam, fruit trees, etc.

Poison Plants.

Birds—Wild parrots, turkeys, wagtails, crows, swallows, etc.; feathers, wings, beak, feet, motions, nests, eggs, food; fowls, ducks, etc.

Animals—Kangaroos, iguanas, horses, sheep, dogs.

Flowers—Those obtained locally in different seasons.

The Cow—Compared with sheep and goat, food, teeth, chewing, tail hoof, horns, the dairy, butter and cheese making.

Parasites—Such as mistletoe.

The Farm—Plough, drill, reaping machines, grass, corn, root crops, vines, oranges, shooting seeds and flying seeds.

Bees and Beekeeping.

Butterfly—Colours, beauty, history.

Farmers' Pests—Insects, beetles, cockroaches, ants—their legs, wings, segments, mouth, breathing apparatus, etc.

Frogs.

Experiments should be made, *e.g.*, to illustrate plant growth, grow an onion in a bottle of water and note appearance of root and stem (a model in clay might be made at various stages of the growth), contrast with carrot; make simple experiments to show the effect of light on (1) leaves and (2) roots; celery—blanching; simple manuring of plants; how plants help or hinder each other's growth.

Simple experiments in displacement of water, its pressure and that of air, squirt pump system.

Comparison and contrast should be made, teeth and their uses in man, cat, cow, horse, snake; hair, fur and wool in the dog, the opossum and the sheep; the beaks of ducks, fowls, pelicans, magpies; the porous nature of sponge, chalk, blotting paper; things that melt—butter, tallow, sealing wax, lead, iron; things that stretch—a football, an elastic band.

In the higher classes the experiments will of course be more difficult, *e.g.*, the combination of oxygen and hydrogen, filtration and distillation of water, its density compared with mercury. Crystals can be formed by hanging a thread in water in which powdered alum has been dissolved. Notions of the thermometer may be given. Measurements by eye, and by rule; weight—by hand and in scales, should be carefully taught. Machines may be explained—the bicycle, the sewing machine, the threshing machine.

Teachers would find some simple book of experiments very useful, *e.g.*, J. A. Bower's Simple Experiments for Science-Teaching published by the S.P.C.K.

Drill.

General Principles.

Drill requires absolute accuracy and great smartness to be instructive. The lessons should be frequent and short. Any lessons of a quarter of an hour or over should be taken in the playground, care being taken to shelter the children from the sun. It is very useful to devote a few minutes between other lessons to extension exercises in desks.

Standard I.—Squad Drill—Part I. of Manual, Sections 2 to 7 inclusive, and Sections 12, 13, 14, 17, and 45. Physical Drill without Arms, Section 8 of Part I.

Standard II.—Same as Standard I.

Standard III.—Part I. of Manual, Sections 2 to 7, 12 to 22 inclusive, and 45, Section 8 of Part I., and Part II. to Exercise 5, Part III. to Section 6. Physical Drill to end of 3rd Practice, or Pole Drill, Part IV. to end of 7th Practice.

Standard IV.—Same as Standard III.

Standard V.—Part I. of Manual, Sections 2 to 7, 12 to 33, 35 to 45 inclusive, Section 8 of Part I., and Part II. to end, Part III. to end. Physical Drill to end of 4th Practice, or Pole drill to end of Part IV.

Standard VI.—Same as Standard V.

Standard VII.—Same as previous Standard.

Music.

1. For purposes of examination in large schools the Standards will be grouped as under :—

Division 1. Infants.
Division 2. Standards I. and II.
Division 3. Standards III. and IV.
Division 4. Standards V., and upwards.

In small schools (under 100 average attendance) the following grouping will be taken :—

Division 1. Infants and Standard I.
Division 2. Standards II. and III.
Division 3. Standards IV., and upwards.

2. The music tests will not be applied to individual children.

3. If the Inspector should notice that one or two voices are unduly leading the singing, he may silence such voices for the time.

4. Teachers will be allowed to start, but not to join in the singing, except when adding a bass or independent part to a song test.

Staff Notation.

Division 1.

1. To sing, as pointed out by the Examiner, the notes of the key-chord of C (Do, Mi, Sol, Do) in any easy order, using the Sol-fa syllables.

2. To sing an easy School song or Action song (three songs to be prepared).

Division 2.

1. To sing, as pointed out by the Examiner, using the Sol-fa syllables, the ascending and descending notes of the scale of C, the notes of the key-chord of C in any order, and also small groups of consecutive notes of the scale of C, as written on the blackboard by the Examiner.

2. Time test. To sing on one sound, to the syllable la or doh, an exercise in 2-4 or 4-4 time, which shall include minims and crotchets.

3. To sing in unison a School song (five songs to be prepared).

Division 3.

1. To sing, as in Division 2, a series of notes in the key of C, introducing F sharp and B flat.

2. Time test. To sing on one sound an exercise in 4-4 or 3-4 time, containing semibreves, minims, crotchets, quavers.

3. Ear-test. To imitate (not name) a simple phrase of not more than four notes, using the syllable la after hearing the Examiner sing it twice to the syllable la (or play).

4. Song test. To sing in unison a School song (five songs to be prepared).

Division 4.

1. To sing, as in previous Divisions, any simple Diatonic passage in the key of G (one sharp) and F (one flat), D (two sharps), B flat (two flats).

2. Time test. To sing, on one sound, a series of notes and rests in 2-2, 4-4, 3-2, 3-4 times, which may include dotted minims.

3. Ear test. To repeat and name any three consecutive notes of the scale of C, after hearing the Examiner sing it to the syllable la (or play). The test should commence on some note of the key-chord.

4. Song test. To sing, in two or more parts, a School song (five songs to be prepared).

Tonic Sol-fa Method and Notation.

Division 1.

1. To sing from the modulator, the tones of a doh chord, in any easy order, using the sol-fa syllables.

2. To sing an easy school song or action song (three songs to be prepared).

Division 2.

1. To sol-fa from the modulator in any key—the key note and chord being given; the tones of the doh chord in any order, and the other tones of the scale in stepwise succession.

2. Time test—To sing on one tone to the syllable la or doh an exercise including one-pulse and two-pulse tones, in two-pulse or four-pulse measure.

3. To sing in unison a school song (five songs to be prepared).

Division 3.

1. To sol-fa from the modulator, in any key, simple passages in the major diatonic scale, including fe and ta in stepwise progression; also, to sol-fa at sight a written or printed exercise, including the notes of the doh chord in any order, and any other notes of the major diatonic scale in stepwise progression.

2. Time test—To sing on one sound an exercise in three-pulse or four-pulse measure, containing one-pulse notes, half-pulse notes, and whole pulse rests on the non-accented pulses of the measure.

3. Ear-test.—To imitate (not name) a simple phrase of not more than four notes, using the syllable la, after hearing the Examiner sing it twice to the syllable la (or play).

4. To sing in unison a school song (five songs to be prepared).

Division 4.

1. To sol-fa any simple diatonic passage in the major key.

2. Time test—To sing on one tone, a series of notes in two-pulse, three-pulse or four pulse measure, including pulse and a half notes.

3. To imitate to la, and afterwards name any three consecutive tones of the scale, after hearing the Examiner sing it to the syllable la (or play). The test should commence on some tone of the doh chord.

4. To sing a school song in two or more parts (five songs to be prepared).

SCHEDULE II.

Instruction in Needlework.

Standard I.—Needlework (Girls)—Hemming, Seaming, and Felling. Any garment or other useful article showing these stitches.

Standard II.—Needlework (Girls)—Same as Standard I., and gathering.

Standard III.—Needlework (Girls)—Stitching, pleating, sewing on strings, Herringbone Stitch. Any suitable garment.

Standard IV.—Needlework (Girls)—Same as Standard III., with the addition of Buttonholes.

Standard V.—Needlework (Girls)—the work of the former Standards and Sewing on Buttons, Patching in calico, print and flannel. Any suitable garment.

Standard VI.—Darning Stocking-web material (thin places and holes).

Standard VII.—Cutting out and fixing work.

SCHEDULE III

Needlework Examination Schedule.

	Exercises.	Material Required.
Infants Class 3.	To hem a piece of calico 3 inches long in two colours of cotton (one side only.)	A piece of calico 3 inches long.
Standard I.	To fix and work a sew and fell seam of 3 inches.	Two pieces of calico 3 inches by 2½ inches.
Standard II	A. To fix and work a sew and fell seam of 3 inches. B. To gather and stroke a piece of calico 5 inches by 2½ inches.	A. Two pieces of calico 3 inches by 2½ inches. B. One piece of calico 5 inches by 2½ inches.
Standard III. and Standard IV	A. To make a band and fix it for gathers, and work not less than 2 inches, and sew on a string. B. To fix and work a sew and fell seam of 3 inches, turn down and fix for hemming the four sides of the material. C. To work 3 inches of herring-boning. D. To gather and stroke down 5 inches and fix it into a band of 2½ inches and set it in 1½ inches. (Standard IV. only.) E. To work a button-hole. (Standard IV. only.)	A. One piece of calico 3 inches square, and a piece of tape 2 inches long. B. Two pieces of calico 3 inches by 2½ inches. C. One piece of flannel 3 inches by 2½ inches. D. A piece of calico 5 inches by 2½ inches, and a piece 3 inches square. E. A piece of calico 3 inches by 2½ inches.
Standard V. and Upwards.	A. To gather and stroke down 5 inches and fix it into a band of 2½ inches and set in 1½ inches. B. To put in a flannel, a print, or a calico patch 2 inches square. C. To double down as for a band, and on this cut and work a button hole, and sew on a button (not pierced). D. To darn an irregular space about 1 inch square, on stocking material. (Standards VI. and VII. only.)	A. A piece of calico 5 inches by 2½ inches, and a piece 3 inches square. B. A piece of flannel, of print, and of calico each 4 inches square, and another piece of same 2 inches square. C. A piece of calico 5 inches square, and a linen button (not pierced). D. A piece of stocking-web 3 inches square.

	Exercises.	Material Required.
	E. Cut out and tack together one of the following :— 1. A child's pinafore. 2. A child's frock body. 3. A chemise for a girl eight years old. (Standard VII. only.)	E. Two sheets of tissue paper.

Notes.—1. Each girl who has been four months or more on the School Register must show a finished garment suitable for her standard. Such garment must have been worked since the date of the last annual Examination.

2. Garments must be presented for examination in the same condition as when completed by the scholars.

3. Suitable needles, cotton, thimbles, and scissors should be in readiness for distribution, together with the other material mentioned in the table of exercises.

4. Coloured cottons must be used in all Standards at the annual Examinations.

5. Each girl whose name is on the Examination Schedule will be required to work one or more of the exercises specified in Schedule III. at the annual Examination without the slightest aid or advice from the teacher, either in fixing, sewing, or cutting out. In Infants' Classes the hem required from Class 3 may be previously fixed by the teacher.

SCHEDULE IV.

Ex-Seventh Standard.

1. Children who have successfully passed the Seventh Standard, and remain at school, must continue and extend the work they have done in that class in :—

Arithmetic.

English, especially composition.

Drawing.

Agriculture.

English History, with Sutherland's History of Australia.

Geography.—Historical Geography will be more fully taught—special knowledge of the United States and India. Physiography should be taken on general lines.

And at least two specific subjects in addition.

SCHEDULE V.

Specific Subjects.

1. Notice of intention to teach these subjects must be given to the Department at the beginning of each school year; otherwise no examination will be held. Such notice must state the subjects chosen, and the probable number of candidates.

2. Children in Standard VI. may take one specific subject, and those in Standard VII. not more than two. The leave of the Department must be given before they are taken.

3. No scholars can be examined for two successive years in the same stage of the same subject, except by permission of an Inspector.

As a rule no scholar after being examined in one subject may be presented in another until he has passed both stages of the first.

First Stage.

Algebra—Notation, Addition, Subtraction, Multiplication, Division.

Euclid—Euclid Book I. to Prop. 26 inclusive.

Mensuration—Triangles and parallelograms.

Latin—Grammar to the end of regular verbs, with simple exercises in translation.

Mechanics—Matter in three states; solids, liquids, and gases. The mechanical properties peculiar to each state. Matter is porous, compressible, elastic. Measurement as practised by the mechanic Measures of length, time, velocity and sound.

French—Grammar to end of regular verbs. Some knowledge of common conversational phrases and sentences.

Animal Physiology—The build of the human body. Names and positions of the internal organs. The properties of muscle.

Botany—Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants.

Chemistry—Elementary and compound matter. Illustrations of combination decomposition in such bodies as hydrochloric acid, water oxide of mercury and rust of iron.

Domestic Economy (*Girls*)—Food: its composition, nutritive value, and preparation. Clothing and washing.

Shorthand—Pitman's system:—To write from slow dictation (at the rate of not more than 30 words a minute) a passage from a First or Second Reader; and also some separate words and phrases, the shorthand notes to be subsequently transcribed or read.

Second Stage.

Algebra—The same, with G.C.M., L.C.M., and very simple equations involving one unknown equation.

Euclid—Euclid Book I.

Mensuration—The same and the circle.

Latin—Irregular verbs and first rules of Syntax. Translation of simple sentences of English (three or four words) into Latin. Knowledge of Delectus or other first Latin reading-book.

Mechanics—Matter in motion. The weight of a body, its inertia and momentum. Measure of force and work.

French—Grammar to end of irregular verbs, and translation into English of easy narrative sentences. Few pages of a French conversation or reading book approved by an Inspector.

Animal Physiology—The organs and functions of alimentation, circulation, and respiration. The use and abuse of foods and drinks.

Botany—Structure of wood, bark, and pith, cells and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves, and different parts of the flower.

Chemistry—Preparation and properties of the common gases, such as hydrogen, oxygen, nitrogen, and chlorine. The chemical character and constituents of pure air and pure water, and the nature of the impurities sometimes found in both. Effects of plants and animals on air.

Domestic Economy (*Girls*)—Food : its functions. The dwelling : warming, cleaning, and ventilation. Rules for health : the management of a sick-room.

Shorthand—As above, but dictation to be at the rate of at least 40 words a minute, from a Third or Fourth Reader. Some examples of phrases will also be required.

APPENDIX B.

SUBJECTS OF EXAMINATION FOR TEACHERS' CERTIFICATES.

NOTE.—*The following subjects will be considered as "failing" subjects, throughout the examination for Teachers' Certificates :—Reading, Writing, Spelling, Arithmetic, English, Geography, and School Management ; in each of which subjects sixty per cent. of the possible marks must be gained.*

FOR A "C" CERTIFICATE.

Possible Marks.		
100	*Reading*	Prose and Poetry, with a knowledge of the meanings of words in the passage read.
100	*Writing*	Specimens of Penmanship in text, half-text, and small hand.
	Spelling	Dictation of a passage of at least 20 lines from any standard author.
200	*Arithmetic*	Simple and Compound Rules, Reduction, Simple and Compound Proportion, Practice and Simple Interest, Vulgar and Decimal Fractions.
100	*English*	Accidence, Parsing and Analysis of Sentences, Prefixes and Affixes, Composition and Paraphrasing, Derivation of Common Words.
100	*Geography*	Australasia and Europe particularly, the Principal Physical Features of the World, Memory Maps.
100	*History*	Outlines of English History.
200	*School Management*	To give a lesson before an Inspector of Schools, and to answer questions in Organisation, Discipline, and Instruction in Schools. The Registers used in W.A. Schools.
100	*Needlework* (*Females*)	The whole Course for the Standards as prescribed in Schedule II.
50	*Drill*	The whole Course as per Manual.
50	*Music*	Ability to Teach a simple School Song by ear and by note ; knowledge of either staff notation or tonic-sol-fa, as in Nelson's "Music for Pupil Teachers."
100	*Drawing*	Freehand and Blackboard Drawing.

FOR A "B" CERTIFICATE.

100	*Reading*	Any standard author in Prose and Poetry.
100	*Writing*	Specimens of Copy lines.
	Spelling	Any Exercise.

Possible Marks.		
200	*Arithmetic*	Simple and Compound Proportion, Vulgar and Decimal Fractions, Practice, Interest, Profit and Loss, Discount, square and Cube Root, Percentages, Stocks, Mensuration of Surfaces.
200	*English*	Parsing, Analysis of Sentences, Accidence of all the Parts of Speech, Paraphrasing and Composition, Affixes, Prefixes, Derivatives.
100	*Geography*	Australasia, Europe, Asia, Africa, and America generally. The British Empire particularly. Physical Geography.
100	*History*	Outlines of English History to present time. Australian History (Sutherland).
100	*Drawing*	Advanced Exercises in Freehand and Geometry. Blackboard Drawing.
100	*Needlework* (*Females*)	The Course as prescribed for the Four Classes of Pupil Teachers.
100	*English Literature*	"Primer of English Literature," by Stopford Brooke; Goldsmith's "Deserted Village;" and Thackeray's "Esmond."
200	*School Management*	Fitch's Lectures on Teaching; to take charge of a School in the presence of an Inspector; the Education Acts and Regulations; the Registers used in W.A. Schools.
100	*Domestic Economy* (*Females*)	Domestic Economy for Teachers 4*s.* 6*d.* (T. Nelson and Son.)
100	*Music*	Knowledge of both staff notation and tonic-sol-fa, as in Nelson's "Music for Pupil Teachers."
100	*Drill*	To know Drill as per Manual, and to drill a Class.
200	*Euclid, Algebra, and Mensuration* (*Males*)	Euclid Books I., II., and III., with deductions from Books I. and II.; Algebra, to Quadratic Equations, including Surds, and Mensuration of Surfaces and Solids.

ADDITIONAL SUBJECTS.

(Only one may be taken.)

150	*Latin*	Grammar and Composition, *e.g.*, from Abbot's In Latina or Arnold's Latin Prose (Bradley) to Ex 40, and Cæsar "De Bello Gallico," Books I. to IV.
150	*French*	Grammar, Composition, and Translation from Victor Hugo's "Hernani."
150	*Science*	Any one of the following :—

(*a*) *Animal Physiology*—Elementary Lessons Physiology—Huxley.
(*b*) *Inorganic Chemistry*—Inorganic Chemistry for beginners, by Roscoe-Lunt.
(*c*) *Physiography* — Elementary Physiography—Thornton.
(*d*) *Physics*—Lessons in Elementary Physics —Balfour Stewart.
(*e*) *Geology*—Geikie's Class book of Geology.
(*f*) *Agriculture*—Fream's Elements of Agriculture. Parts I. and II.

FOR AN "A" CERTIFICATE.

Possible Marks.		
100	*Reading*	Any standard author in Prose and Poetry.
100	*Writing*	Specimens of Copy Setting and Letter Writing
	Spelling	Any exercise.
200	*Arithmetic*	The whole Theory and Practice of Arithmetic. Mensuration.
200	*English*	The same as for a "B" Certificate, with increased skill.
100	*Geography*	The World. Physical Geography.
100	*Music*	Singing-class book by O. J. Stimpson, and Nelson's "Music for Pupil Teachers," or Curwen's Standard Course to Step VI. inclusive.
100	*Physiography*	Huxley's "Physiography," and Lockyer's "Astronomy."
200	*School Management*	Gladman's "School Work," and Quick's "Essays on Educational Reformers." To take charge of a school in the presence of an Inspector.
100	*Drawing*	Advanced Exercises in Freehand and Model Blackboard Drawing.
100	*History*	Green's "History of the English People"; Australian History.
100	*English Literature*	Morley's "English Literature." Shakespeare's "Hamlet"; Bacon's Essays, 1, 2, 3, 4, 5, 9, 11, and 14 to 19. Milton's "Lycidas."
200	*Euclid Algebra, and Trigonometry (Males)*	Euclid.—Books I. to VI. with deductions from Books I. to III., inclusive. Todhunter's Smaller Algebra and Trigonometry.
200	*Sanitation and Needlework (Females only)*	Healthy Life and Healthy Dwellings. E. Rosevear's "Textbook of Needlework," etc.

ADDITIONAL SUBJECTS.

(Two only may be taken.)

200	(1) *Latin*	Livy, Book XXII.; Virgil's "Georgics," Book IV.; Horace's Odes, Book I.; Grammar and Composition.
200	(2) *French*	Grammar, Composition and Translation, Molière's "Médecin Malgré Lui," and De Balzac's "Eugénie Grandet."
200	(3) *Science*	Any two of the following :— (*a*) *Animal Physiology*—Huxley. (*b*) *Inorganic Chemistry*—Ira D. Remsen. (*c*) *Physics*—Balfour Stewart. (*d*) *Geology*—Geikie. (*e*) *Agriculture* — Fream (including Part III.).

APPENDIX C.

TEACHERS' SALARIES.

Regulation 64.—The annual salaries of classified head teachers shall be according to the following scale :—

For a teacher in charge of a school of :—

		Male.	Female.
Class	I.	£350 to £400*	£280 to £320
„	II.	£300 „ £350	£240 „ £280
„	III.	£250 „ £300	£200 „ £240
„	IV.	£220 „ £250	£175 „ £200
„	V.	£180 „ £220	£145 „ £175
„	VI.	£120 „ £180	£100 „ £145

Provisional.

	Male.	Female.
A.	Schools over 15 £90 to £120	£80 to £100.
B.	Schools below 15 at the rate of £5 per head.	

These salaries will rise by annual increments of £10, but these increases may be stopped at the discretion of the Minister if the Inspector's report is unfavourable, or should there have been any serious complaint against the teacher during the year.

(*a*) A deduction of £5 will be made from the above rates if the teacher does not possess a certificate for drill instruction. A similar deduction will also be made from female teachers who are not qualified to teach sewing.

(*b*) In a mixed school where sewing is taught by the teacher's wife, an additional £12 per annum will be paid.

(*c*) Quarters will, when possible, be provided. In other cases an allowance may be granted of £25 per annum for schools in Classes I. to IV. and of £15 per annum in other schools. This will not as a rule apply to provisional schools.

(*d*) An additional £30 per annum may be granted to teachers of schools on goldfields were cost of living is very high.

Regulation 65.—No unclassified teacher in charge of a school shall receive a higher salary than (males) £110; (females) £90.

Regulation 66.—If a teacher be appointed to a school of higher class than that to which he or she is entitled by Regulation 59, the salary to be paid to that teacher shall be determined by the Minister.

Regulation 67.—When there is a vacany in the head-teachership of a school for a period exceeding two months, the assistant in charge will receive, during the time he has been acting, half the salary of the head teacher and half his own, subject to a favourable report of his conduct of the school by an Inspector and at the discretion of the Minister.

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* After January 1, 1901, the following improved scale of salaries will take effect :—

Head Teachers.		Male.	Female.
Class	I.	£370 to £450	£300 to £350
„	II.	£320 „ £370	£260 „ £300
„	III.	£270 „ £320	£230 „ £260
„	IV.	£220 „ £270	£180 „ £230
„	V.	£180 „ £220	£150 „ £180
„	VI.	£140 „ £180	£120 „ £150
Prov.	A.	£100 „ £140	£90 „ £120

Regulation 68.—The annual salaries of assistants shall be :—

	Male.	Female.
Assistants holding		
A certificates - -	£160 to £200* -	£130 to £160
B „ - -	£130 to £160 -	£100 to £130
C „ - -	£100 to £130 -	£80 to £100
Unclassified assistants	£70 to £100 -	£50 to £80

These salaries will rise by annual increments of £10 if the Inspector's report is satisfactory, and there has been no serious complaint or other matter against the teacher during the year.

(*a*) In large schools where the Minister may deem desirable a first assistant may be appointed, such assistant shall receive £15 per annum in addition to the salary as laid down above.

(*b*) An additional £30 or £40 per annum may be granted to all teachers in the goldfields schools where the cost of living is very high.

Teachers of Sewing.

Regulation 75.—Teachers of sewing shall be paid as follows :—

In Schools of Class V. - - - - - - -	£20
In Schools of Class VI. - - - - - - -	£12

Regulation 76.—The same person may be appointed to the combined positions of sewing mistress and monitor in the same school.

Sewing mistresses will not be required where there is a female teacher competent to teach sewing, and their appointment will lapse on the appointment of such teacher.

Bonus for Successful Teaching.

Regulation 69.—Head and assistant teachers will be entitled to receive the following annual bonuses for successful teaching according as their schools are classed "Excellent" or "Good." This classification will take into account the Inspector's surprise visit as well as the annual Examination.

These will be paid after the annual Examination, but will not be awarded to teachers who have been less than nine months in the school.

	Head Teachers.		Assistants.	
	Excellent.	Good.	Excellent.	Good.
Teachers holding	£	£	£	£
Class A certificate - -	15	10	9	[illegible]
„ B „ - - -	10	7	7	5
„ C „ - - -	7	5	5	[illegible]
Unclassified Teachers - - -	4	3	3	1

* After January 1, 1901, the following improved scale of salaries will take effect :—

	Male	Female.
Assistants holding		
A certificates	£190 to £220 - -	£170 to £200
B1 ,,	£170 „ £190 - -	£150 „ £170
B2 ,,	£150 „ £170 - -	£130 „ £150
C1 ,,	£130 „ £150 - -	£110 „ £130
C2 ,,	£110 „ £130 - -	£90 „ £110
Unclassified	£80 „ £110 -	£60 „ £90

APPENDIX D.

REGULATIONS REGARDING PUPIL TEACHERS AND MONITORS.

Regulation 241.—Pending further arrangements as may be necessary after the establishment of a training college, pupil teachers may be employed to serve in school where the average attendance is at least 30.

Regulation 242.—Candidates for the office of pupil teacher must be not less than fourteen or more than eighteen years old. They must be free from any bodily infirmity likely to impair their usefulness, and must be of good moral character.

Regulation 243.—Pupil teachers must pass in the subjects specified in the "Instructions" at the regular examination held in December each year; but candidates for employment, when specially recommended, may be examined at other times on the understanding that they will be required to sit again at the regular annual examination next following, in the same or higher class, as may be determined by the Department. Pupil teachers in the Fourth Class will not be permitted to sit for the Fourth Class examination (*i.e.*, for admission to the Third Class) until they have attained the age of fifteen years, except under special circumstances. Applicants for pupil teachership, whose qualifications, experience, etc., make them eligible to sit for a higher examination than the candidates, may do so by special permission of the Department.

Regulation 244.—Candidates who have passed the Junior or Senior Adelaide or some other equivalent University examination not more than one year previously, are eligible to be appointed pupil teachers without examination; they will, however, be required to serve one month on trial without salary. If their age is suitable, they may, at the discretion of the Department, be admitted to a class higher than the Fourth Class. They will be required to sit at the next following annual pupil teachers' examination.

Regulation 245.—The remuneration of a pupil teacher shall consist of (*a*) instruction to be given by the head teacher for at least five hours per week, of which not more than two hours shall be on the same day, and (*b*) an annual salary. A time-table, showing the time at which the lessons are proposed to be given, and the subjects for each day's study, must be submitted by the head master to the Chief Inspector for his approval.

Regulation 246.—Salaries shall be paid to pupil teachers at the following rates:—

	Males.	Females.
First class -	£56 per year	- £44 per year.*
Second class -	£44 „	- £34 „
Third class -	£32 „	- £25 „
Fourth class -	£20 „	- £16 „

Regulation 247.—A pupil teacher will not be promoted to a higher class unless he obtains at least 60 per cent. of the possible marks at the Annual Examination. When less than 60 per cent. of the possible marks are obtained, a pupil teacher will remain in the same class for another year, and will receive the salary prescribed for that class. Should a pupil teacher fail twice in the Examination in the same class, the appointment will at once lapse. Should he have neglected his studies, or show incompetency for his position as teacher, his services may be dispensed with without notice at the discretion of the Minister. On the successful completion of apprenticeship, a pupil teacher will receive the "C" teacher's certificate.

Regulation 248.—The head teacher will devote at least one hour daily to the instruction of pupil teachers, and will see that all the prescribed subjects are duly studied by them. Suitable routines are to be prepared, and a record is to be kept, showing (*a*) the time of commencing the daily lesson, and the time at which it was concluded, (*b*) the exercise and home lesson appointed for the day.

Regulation 249.—Pupil teachers will be half-time only until they have passed the age of sixteen, when they may be appointed full time at the discretion of the Minister. Head teachers must on no account keep their pupil teachers working full time, when under sixteen, owing to the absence of another teacher, or any similar cause. All pupil teachers must be released from any school work at 12 noon and 3.45 p.m., and they must not be required to do any work for the day school out of school hours, except for the preparation of their own lessons. During the first three months of a pupil teacher's appointment, which are purely probationary, he is not to be counted on the school staff.

Regulation 250.—Head teachers are required to exercise strict moral supervision over their pupil teachers; to see that they attend regularly and punctually at their own lessons, whether in central classes or ordinary school; and that they give proper attention to their lessons and to their private duties. They must direct and supervise their methods of teaching and correct their notes and lessons.

Instructions.

1. Candidates are to be of sound and healthy constitution. Before engagement as pupil teachers each candidate must produce a certificate of physical fitness for the duties of teacher signed by a duly qualified medical man.

2. At the close of each year, the head teacher shall forward to the Chief Inspector:—

(*a.*) A statement showing the number of times each pupil teacher or monitor has been absent during the year, and the causes of such absences.

(*b.*) A certificate of punctuality, obedience, and attention to duties for each pupil teacher or monitor.

3. Text Books recommended:—

Mason's Grammar,
W. Hughes' Class Book of Geography.
Gladman's School Method.
Gardiner's History of England.
Australian History—Sutherland.
Jones' Manual of Needlework.
Todhunter's Algebra, Euclid, and Mensuration.
Geikie's Physical Geography.

Subjects of Study.

Possible Marks.	*Candidates for Monitorship or Pupil Teachership.*
60	*Reading* .....Any Advanced Reader.

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* The new scale from January 1, 1901, will be as follows:—

	Male.	Female.
First class - -	£66 - -	£50
Second class - -	£56 - -	£40
Third class - -	£42 - -	£30
Fourth class - -	£30 - -	£20

Possible Marks.		
40	*Writing*	Text, Half-text, and Small Hand.
40	*Spelling*	Dictation Exercise and Spelling in the various Papers of Answers.
100	*Arithmetic*	Notation and Numeration, all Arithmetical Tables, Weights and Measures, Simple and Compound Rules, Vulgar Fractions, Simple Proportion and Practice.
100	*English*	To Parse and Analyse correctly any ordinary Passage, Prefixes, Affixes, and Common Roots. Composition.
80	*Geography*	Definition of Geographical Terms. The Geography of Australia.
100	*Teaching*	To teach a Junior Class to the satisfaction of an Inspector.
80	*Needlework* (*Females*)	Hemming, Seaming, Felling, Stitching, and Sewing on Strings, Herringbone Stitch on Canvas or Flannel, Knitting (four needles), plain and purled—Muffatees.

Fourth Class Pupil Teachers.

40	*Reading*	Improved articulation and expression.
40	*Writing*	Specimens of copy setting, including figures.
40	*Spelling*	More difficult passage of Dictation.
80	*Arithmetic*	Simple and Compound Proportion, Vulgar and Decimal Fractions, Practice.
80	*English*	Accidence of Noun, Verb, Adjective, Pronoun, and Adverb. Parsing. Analysis, Derivatives, and Composition. To repeat 50 lines of Poetry from a standard author, with a knowledge of the meanings and allusions
80	*Geography*	Australasia, Outlines of Europe, Memory Maps.
80	*History*	Outlines of English History to 1066, Australian History to 1808.
60	*Drawing*	Freehand Drawing.
40	*Euclid* (*Males*)	Book I., Propositions I. to XXVI. inclusive.
40	*Algebra* (*Males*)	Blackie's Elementary Algebra, Part I.
100	*School Management*	To give a Reading Lesson, and to examine the class on the passage read. To answer questions on how to secure Order, Attention, and Discipline. Notes of Lesson.
80	*Needlework* (*Females*)	Gathering, setting-in, button holes, sewing on buttons. Darning, plain, as for thin places, in stocking-web material. Knitting (four needles) a sock. Herring-boning a patch, at least three inches square, on coarse flannel.
40	*Drill*	Drill Manual. Squad :—Part I. to end of Section 8. Physical :—Part II. to end of Exercise 2. Free :—Part II. to end of Exercise 2. Poles :—Part III. to end of Section 2. Desk Drill.

Possible Marks.		
40	*Music*	The first year's course in Nelson's Music for Pupil Teachers.

Third Class—Pupil Teachers and Monitors Reaching the Age of 16.

40	*Reading*	Any standard Prose Author.
40	*Writing*	Specimens of Penmanship.
40	*Spelling*	More difficult passage of Dictation.
80	*Arithmetic*	Vulgar and Decimal Fractions, Simple and Compound Interest, Profit and Loss.
80	*English*	Accidence of all the Parts of Speech, Parsing, Analysis, Paraphrasing, Derivatives. To repeat 80 consecutive lines of Poetry, with a knowledge of the meaning and allusions.
80	*Geography*	The United Kingdom and Asia, Memory Maps.
80	*History*	Outlines of English History to 1485, Australian History to 1851.
60	*Drawing*	To draw six simple objects on the blackboard.
40	*Euclid* (*Males*)	Book I.
40	*Algebra* (*Males*)	Todhunter's Algebra for Beginners, to page 83.
100	*School Management*	To give a Lesson on the Rudiments of Grammar and the Principles of Arithmetic —first four Rules. To answer questions on the subject of School Rewards and Punishments. Notes of Lessons.
80	*Needlework* (*Females*)	The running of a tuck. Knitting (four needles) a sock or stocking, ribbed or plain Darning of a hole in stocking web material. Patching in calico or flannel.
40	*Music*	Second year's course in Nelson's Music for Pupil Teachers.
40	*Drill*	Drill Manual. Part I. to end of Section 22. Part II. to end of Exercise 5. Part III. to end of Exercise 5. Part IV. to end of Section VI.

Second Class.

40	*Reading*	Any standard Poet.
40	*Writing*	Specimens of Penmanship.
40	*Spelling*	To correct a passage incorrectly spelt.
80	*Arithmetic*	Interest, Discount, Square Root, Percentages.
80	*English*	More advanced exercises in Parsing, Analysis, and Composition, Accidence, Derivatives. To repeat 100 lines of Prose from any standard author, with a knowledge of the meanings and allusions.
80	*Geography*	The British Empire and Africa, Memory Maps.
80	*History*	Outlines of English History from 1485 to 1820. Australian History to 1859.
60	*Drawing*	Freehand—more difficult exercises.

Possible Marks.		
40	*Euclid—Males*	Book II., with easy deductions from Book I. up to Prop. 32.
40	*Algebra—Males*	Todhunter's Algebra for Beginners, to page 134.
100	*School Management*	To give lessons to a higher class in Grammar and Geography, and a lesson explanatory of some arithmetical process. Notes of Lessons.
80	*Needlework—Females*	Whip stitch, setting a frill. Darning—plain on coarse linen. Patching—in print. Knitting—a long stocking with heel thickened.
40	*Drill*	Drill Manual. Part I. to end of Section 33. Part II. at end of Exercise 7. Part III. to the end. Part IV. to the end of Section 10.
40	*Music*	Nelson's Third year course.

First Class.

40	*Reading*	Any standard Author in Prose and Poetry.
40	*Writing*	Specimens of Penmanship.
40	*Spelling*	Any Exercise.
80	*Arithmetic*	The work of previous years, and Cube Root and Stocks. Mensuration of Surfaces.
80	*English*	Recapitulation of all preceding Exercises. To repeat 150 lines of Poetry, with a knowledge of the meanings of words and allusions.
80	*Geography*	America. Physical Geography.
80	*History*	Outlines of English History to present time. Australian History to present time.
60	*Drawing*	Model Drawing—Cube, Square, and Hexagonal Prisms, and Cylinder, with combinations of the same.
40	*Euclid—Males*	Books I. and II., with simple deductions from Book I.
40	*Algebra—Males*	Todhunter's Algebra for Beginners to Page 194.
100	*School Management*	The previous work and Organisation, Registration and Classification of Schools.
80	*Needlework—Females*	Work of previous years—Darning—a hole filled in with stocking-web stitch on stocking material not less than 1½ inches square. Knitting—a pair of Knitted Socks for a Baby. Cutting out Child's Chemise Drawers, and Petticoat
40	*Drill*	The whole of the Drill Manual.
40	*Music*	Nelson's Fourth year course.

APPENDIX E.

BUILDING RULES.

(*Reprinted from "Regulations* (1900) *framed under the Education Acts*, 1871–1899.")

(A.)—Planning and Accommodation.

1. Schools to be planned so that the children may be seated in the best manner for being taught.

2. The arrangement of doors, windows, and fire-places, and the width and length of the class-rooms, to be studied in this connection.

3. Schools (subject to the extent of site permitting) to be one story in height, and planned on the corridor system (with special view to facility of extension), in accordance with these rules ; and, in case of additions, so that the least possible disturbance to the portions already built, or in occupation, may be occasioned.

(B.)—Walls, Floors, and Roofs.

1. In all rooms used for teaching the ceilings to be level at the wall plate, and to be 14ft. clear height from floor.

2. A damp proof course to be provided in all brick and stone buildings.

3. Brick walls to be built with a cavity where exposed to driving rain, and to be plastered inside, having a cement dado, 5ft. high, trowelled to a glass face.

4. The inside jambs of all windows to be plastered, so as to avoid the use of projecting wood architraves, nosings, etc., which accumulate dust.

5. The dado to be painted chocolate brown, and the walls above buff ; the ceilings to be left white.

6. The floors of all rooms used for teaching to be of wood. Where the buildings are of brick and stone, the floors of entrances, halls, corridors cloak-rooms, and lavatories to be of cement, asphalt, tiles, wood blocks, or ordinary flooring on concrete.

7. The spaces between the roofs and ceilings to be well ventilated ; gables to be used accordingly in preference to hips wherever possible.

8. All spaces under wooden floors to be well ventilated.

(C.)—Entrances.

1. Separate entrances to be provided for:—

(1.) Boys,
(2.) Girls and Infants ;

and, in more advanced stages—

(3.) For Infants only (separate from Girls' entrance).

2. All exterior doors to swing outwards only, and all class-room doors to swing inwards.

3. Escape doors to be provided, if deemed necessary in any special case, for use only in the event of panic or fire.

4. External porches to be provided where necessary for protection of entrance from sun or weather.

(D.)—Cloak Rooms and Lavatories.

1. Heights of lavatory benches to be:—For Infants, 1ft. 11in., and for older children, 2ft. 2in., with one basin or jet for about every 20 children. (For wastes, etc., in connection with basins, *see* Sanitation.)

2. Hat pegs to be spaced 15in. apart, in three tiers, set quincunx, at heights of 2ft. 3in., 3ft., and 3ft. 9in. respectively, for Infants ; and 3ft. 4ft., and 5ft. respectively, for older children.

(E.)—Class-Rooms.

1. Class-rooms to be calculated at not less than 11 square feet of floor space for each child.

2. The standard size of class-room to be:—For 50 children, 26ft. by 22ft., or 25ft. by 25ft ; and for infants' rooms (in the mixed schools), 35ft. by 22ft.

3. Class-rooms to be on the same floor level as the corridors, and to have movable steps, four in number, and each 3in. in height, to enable dual desks to be graded.

3A. Grading not to be introduced in schools provided for less than 50 children.

4. Class-rooms to be planned so that they may be cleared quickly and without disturbance to other parts of the school.

5. Map-rails, with hooks, to be fixed at a height of 10ft. 6in. all round the walls.

6. A blackboard, 4ft. deep and 2ft. 6in. from floor, to be fixed along the whole length of wall opposite the desks.

7. A good-sized cupboard for stock to be provided to each room.

8. Class-room doors to have glass upper panels.

9. Every class-room to have an open fireplace.

(F.)—Halls.

1. Where central halls are not provided, grading may be omitted in one of the class-rooms. In such cases two of the class-rooms should be capable of being thrown into one for the purposes of assembly, examination, etc., by means of a wide opening in the dividing wall, fitted with revolving shutters.

(G.)—Teachers' Room.

1. In the larger schools (for 175 to 325 scholars), and in all Infants' Schools, a Teachers' room to be provided, the dimensions varying from 12ft. by 10ft. to 17ft. by 10ft.

(H.)—Verandahs.

1. Where protection against weather or sun is necessary, a verandah of sufficient extent and not less than 10ft. in width, to be provided (preferably against the North and West walls, unless exigencies of location may otherwise require).

2. These verandahs to have a gravel floor ; to be provided with wooden seats, and to serve as shelter sheds for each sex.

(I.)—Windows.

1. Every part of the school building to be amply lighted.

2. The minimum area of glass in a class-room of the 26ft. by 22ft. size, to be 60 square feet.

3. All main windows in rooms used for teaching to be planned generally on the South or East sides only ; and, as far as possible, on the left side of the children's seats or benches.

(1.) The sills to be 5 feet from the floor, the windows and fanlight reaching to the ceiling.

(2.) Each fanlight to be hung on centres, the windows to have double hung lifting sashes.

(3.) The windows to be arranged so that the first jamb is at 2ft 6in. from the wall at the back of the children.

(4.) Each class-room to have three or four windows within its length.

(5.) Where verandahs are necessary on account of a North or West aspect, special provision to be made against obstruction to the lighting of the class-room.

(6.) Spring blinds hung at the transoms to be provided where necessary.

(J.)—Ventilation.

1. Fresh air to be admitted into all rooms by approved patent fresh-air inlets, three in number to each infants' room, and two to each class-room.

2. All doors from corridors to class-rooms to be provided with hinged fanlights to secure thorough circulation.

3. Outlets for foul air to be provided in the walls at ceiling height, and in the ceilings by bell-mouthed gratings (one for each 4,000 cubic feet), each leading into a separate tube, carried above the ridge of roof, and fitted with an exhaust cowl.

4. To secure a thorough circulation of air between the roofs and ceilings (of much importance under the Australian climatic conditions) louvres to be provided in all gable ends.

5. Where class-rooms have more than one external wall, small windows (hinged at top to open outwards) at the ceiling level to be provided for purposes of additional cross ventilation.

(K.)—Sanitation.

1. In the absence of any water-carried system of sewerage, earth-closets with pans to be used where a sanitary authority exists ; in other cases the pit system must be employed.

2. In the former case, the latrine blocks for the two sexes to be placed back to back, with a cleansing passage between for access to the pans ; and to be as far from the school building as circumstances will permit, and against the directions of the prevailing winds.

3. In each closet only one seat to be allowed : to be 2 feet 6 inches wide for boys and girls, and 2 feet wide for infants, with dividing screens 5 feet high. A door, without a bolt and the height of the screen, to be provided to each closet, kept up 18 inches above the floor to enable the teacher to see whether the closet is occupied.

4. The height of the seat from floor will depend on the depth of the pan ; broad steps to be provided adapted to the varying heights of seats that may be required. Under side of seat to be provided with guide rails for bucket.

5. The following table gives approximately the number of closets to be provided :—

For Mixed Schools.

	Teacher.	Girls.	Boys.	Infants.
50 Children or under	—	1	1	—
75 „	1	2	1	1
125 „	2	2	2	2
175 „	2	3	2	2
225 „	2	3	2	3
275 „	2	4	3	3
325 „	2	5	3	4

For Infants' Schools.

	Teacher.	Girls.	Boys.
100 Children or under	1	4	3
150 „	1	5	4
200 „	1	6	5
250 „	1	7	6

6. The pan doors and risers of closets to be kept clear of both head and sill and of floor, respectively, to secure a thorough current of air.

7. Urinals to be arranged as under :—

(1.) To be outside the latrine building, and open to the air, and to be enclosed by close screens, 5ft. high, with a separate small pent roof to shield the boys' heads from the weather.

(2.) The floors to be of cement or asphalt, with a fall of 1in. to the foot towards a deep channel in the floor, having a rapid fall and well tarred all over.

(3.) No trough to be used.

(4.) Generally the urine is to conveyed by glazed or earthenware pipe to a well ventilated soak well about 30ft. distant.

(5.) In districts where the local regulations require discharge into a pan, such pan should be tarred and sunk in a brick pit, and be of convenient size for the periodical removal.

(6.) The back of the urinal to be of galvanised iron, well tarred, and of the following lengths :—

For	50	children	- - 6ft. long.
„	100	„	- - 10ft. „
„	200	„	- - 15ft. „
„	300	„	- - 20ft. „
„	400	„	- - 25ft. „

8. The openings to Infant Boys' latrines to be from the Girls' playground.

9. The lavatory basins to empty direct into a galvanised iron tarred trough under the shelf, and be connected to a rapidly falling waste pipe discharging through the outside wall over a short channel leading to an open gully grating. No enclosure of the lavatory bench to be permitted.

10. Lavatories to be provided with towel rails on walls as required.

(L.)—Sites and Playgrounds.

1. A school-site being one of the first reserves made by the Government in laying out new townships, should be generally central in position and of ample size.

2. Separate playgrounds and gates to be provided for (1) Boys and for (2) Girls and Infants.

3. Each playground (in the larger schools) to have a light shelter shed, unless verandahs are provided for the purpose against the school building.

4. The rails of fences dividing the playgrounds to be always fixed on the girls' side.

(M.)—Infants' Schools.

1. The foregoing general rules apply to Infants' Schools, with the following additions :—

(1.) Infants Schools to have a central hall with surrounding class-rooms opening therefrom.

(2.) An escape door may be provided for the hall.

(3.) The class-rooms to correspond in all other respects to those of mixed schools.

(N.)—Teachers' Houses.

1. Residences for teachers to be of three classes, with accommodation varying according to the size of the school and requirements of the locality generally as follows :—

Class I.

(1.) Living room, 14ft. by 12ft.
Bedroom, 14ft. by 12ft.
Front and back verandah, with portion enclosed for cooking stove.

Class II.

(2.) Living room, 14ft. by 12ft.
Bedroom, 13ft. by 12ft.
Kitchen, 12ft. by 10ft. 9in.
Bathroom, pantry, back lobby, and front verandah.

Class III.

(3.) Parlour, 13ft. by 10ft.
Living room, 14ft. 6in. by 12ft.
Bedroom, 13ft. by 10ft.
Bedroom, 12ft. by 10ft.
Bedroom, 12ft. by 10ft.
Kitchen, 10ft by 8ft.
Front verandah, back lobby, pantry, and bathroom.

2. The residences to be always on the school-site, and (except in very small schools) detached from the school building, with a separate yard and outhouses.

3. In small schools, where quarters adjoining the school are provided for the teacher, there should be no direct communication between the school portion of the building and the quarters.

4. The rooms to be generally 10ft. in height, well lighted and ventilated, with a fire-place in each dwelling room and an oven in the kitchen.

APPENDIX F.

SECONDARY SCHOOLS (1898).

The High School, Perth, was opened in March, 1878. There are at present sixty-five scholars attending, their ages ranging from eight to eighteen. The subjects are Greek, Latin, French, English, Mathematics, Book-keeping, Shorthand, Geology, Drawing, and Gymnastics. The amount of the Government subsidy is £1,000. There are four regular assistant masters, besides visiting masters. The Governors are appointed by the Governor in Council, and the appointment lasts for three years.

The fees are, £3 for boys under twelve, and £4 per term for boys over that age. Drawing and Gymnastics are each £1 1s. extra.

For boarders the corresponding terms are £51 and £62.

The Girls' High School, Perth, has eighty-seven pupils on the roll, with an average attendance of seventy-six.

The school is conducted, as far as possible, on the lines of English High Schools, the infants being taught on Kindergarten principles. The subjects of study are English, French, Latin, Animal Physiology, Botany, Painting, Music, and Sewing. The fees for the English course range from £1 10s. to £2 2s. per quarter. The ages of the pupils range from five to sixteen.

The Christian Brothers' Institution in Perth consists of a Boarding and Day College in St. George's Terrace, and a branch Day School in Irwin Street. The members of the community, being members of a religious order or society, approved by the Roman Catholic Church, give their services gratuitously. The main college building was erected by voluntary contributions from all classes of colonists.

The curriculum at the college includes, besides all the ordinary subjects of a good primary school, whatever is required to enable a boy to pass the Preliminary, Junior and Senior subjects of the Adelaide University. In 1897 the number of boarders at the college was sixty-six, and of day scholars 100.

The pupils are taught by five Brothers, members of the community three resident paid teachers, and three paid visiting teachers.

The funds for conducting the college are obtained from the payment of fees, which range from £2 2s. in the lower classes to £4 4s. per term in the matriculation and senior university classes. For resident boarders the fee is £13 13s. per quarter. Tuition on the Piano and Violin, and Gymnastics, are extra.

Alexander Scotch College.

This is comparatively a recent addition to the scholastic institutions of the colony. It was opened in February, 1897, with twenty-nine pupils in attendance. By the end of that year the number had increased to fifty-three. At present the enrolment is ninety-one, with an average attendance for the first half of this year of seventy-six. The average age of the pupils is twelve. The school course includes English, Modern and Ancient Languages, Mathematics, History and Science, with the following optional subjects:—Music, Drawing, Shorthand, Gymnastics.

The fees for day pupils are per quarter 2½ guineas for boys under twelve, and three guineas for boys over that age. Boarders' fees range from 5½ guineas for daily boarders under twelve years to 18 guineas for full boarders over twelve years.

Forty-one pupils learn Latin, and twenty-five French. Geometry is studied by twenty-three, and Algebra by fifty-one.

Fremantle School.

Fremantle School (for boys) was founded in 1882 as the Fremantle Grammar School, the title being altered in 1888. Between the dates mentioned it was worked under the Church of England Board of Governors, but for the past ten years has been purely a private school. The course comprises the usual elementary subjects—Reading, Composition, Writing, Drawing, Geography, History and Arithmetic, with one or more of the following in accordance with the scholar's probable requirements:—Greek, Latin, French, German, Euclid, Algebra, Trigonometry, Mensuration, Book-keeping, Shorthand, Navigation, Natural Science and Music. All the boys receive regular instruction in Physical and Military Drill and Vocal and Theoretical Music. The fees are as follows:—Over seven years of age, per quarter, day boys, £2; boarders, £11; over ten years, day boys, £2 10s.; boarders, £13; over twelve, day boys, £3; boarders, £15. The maximum attendance has been 125, of whom thirty-one were boarders.

APPENDIX G.

PUBLIC EDUCATION ACT, 1899.

WESTERN AUSTRALIA.

ANNO SEXAGESIMO TERTIO VICTORIÆ REGINÆ.

No. III.

An Act to amend the Law relating to Public Elementary Education.

[*Assented to 5th October*, 1899.

BE IT ENACTED by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of Western Australia, in this present Parliament assembled, and by the authority of the same, as follows :—

Short title and incorporation.

1. This Act may be cited as the Public Education Act, 1899, and shall be read with the other Acts relating to public education.

Repeal of 58 Vict., 30.

2. The Act of the Fifty-eighth year of Her now Majesty, numbered thirty is hereby repealed.

Interpretation.

3. In this Act, save so far as the context otherwise requires,—

"Compulsory Officer" means a person employed by the Minister to secure the attendance of children at school.

"Efficient Schools" are schools certified by the Minister to be efficient for the purposes of this Act.

"Government School" means any school established under the Elementary Education Act, 1871, or any Act amending that Act.

"Justice" means a Justice of the Peace.

"Minister" means the member of the Executive Council appointed by the Governor to administer this Act.

"Parent" includes guardian and every person who is liable to maintain or has the actual custody of any child.

"Teacher" includes assistant teacher, or any person forming part of the educational staff of a school.

Education *gratis* to children under 14 years of age.

4. No fees shall be paid by or for children between six or fourteen years of age attending any Government elementary school.

Scale of fees after 14.

5. The Minister may authorise and determine a scale of fees to be paid by—

(*a.*) The parent of any child who has attained the age of fourteen years, and whose parent desires that such child should be instructed in a Government school beyond the compulsory age for such instruction ; and

(*b.*) Any person for his or her own instruction in any Government school other than Government elementary school.

Fees, to whom payable, and how recoverable.

57 Vict., 16, s. 17.

All such fees for instruction shall be paid to and received by the several persons authorised in that behalf by the Minister, and may be recovered summarily by the person so authorised, before a Court of summary jurisdiction ; and the production of a document, in writing, purporting to be signed by the Minister, authorising any person to collect such fees, or a copy of the *Government Gazette* containing published therein a notice to that effect, shall be *primâ facie* proof that such person is so authorised.

Compulsory attendance.

6 Unless some reasonable excuse for non-attendance is shown—

(1.) The parent of every child of not less than six nor more than nine years of age shall, if there is a Government or efficient school within two miles of such child's residence measured by the nearest road, cause such child to attend such school on such days as the school shall be open;

(2.) The parent of every child of not less than nine nor more than fourteen years of age shall, if there is a Government or efficient school within three miles of such child's residence measured by the nearest road, cause such child to attend such school on the days on which the school is open;

Provided always, that a continuous attendance of two hours for secular instruction by any such child shall count as half-a-day's attendance.

Reasonable excuse.

Ibid., s. 5.

7. Any of the following reasons shall be deemed a reasonable excuse :—

(1.) That the child is under efficient instruction at home or elsewhere; and whether such instruction is efficient or not shall be a matter for decision of the Minister, who may require the report of an inspector of schools thereon.

(2.) That the child has been prevented from attending school by sickness, danger of infection, temporary or permanent infirmity, or any unavoidable causes; but such excuse shall not be entertained unless the parent has given the teacher notice thereof, in writing, within seven days after the occurrence of such prevention. A medical certificate must be produced if required by the Minister.

Ministers may excuse certain children at certain times.

8. The Minister may, at his discretion, excuse from attendance children who are required to help in the fields at harvest time, or other special periods of the year.

Truant officers may accost children in public places.

9. The Minister may from time to time appoint officers whose duty it shall be to enforce the attendance required by this Act, and the officers so appointed shall be empowered to accost in the streets or other public places, and obtain the names and addresses of children of school age who are apparently not in attendance at school.

Penalties for neglect.

58 Vict., 30, s. 6.

10. The parent of any child of not less than six nor more than fourteen years of age, who, without reasonable excuse, neglects to cause such child to attend a Government or other efficient school, may be summoned, in the name of the Minister, before a Court of summary jurisdiction, and shall be guilty of an offence against this Act, punishable upon conviction before such Court, and shall be liable to pay a penalty not exceeding Five shillings for the first offence, and not exceeding Twenty shillings for every subsequent offence : And for the purposes of this section the Minister may be represented in any such Court by a compulsory officer or inspector, without such representative being obliged to produce any special authority therefor further than the *primâ facie* evidence of his appointment to such office.

Onus of proof.

And the allegations that the proceedings are authorised by the Minister, and that a child is not less than six nor more than fourteen years, and that the parent thereof neglects to cause such child to attend such school without reasonable excuse as aforesaid, shall be deemed *primâ facie* evidence of the fact until the contrary is proved, and in every case the parents of a child may be witnesses.

Certificate of attendance or non-attendance.

11. A certificate purporting to be under the hand of the principal teacher of a Government or efficient school stating that a child is or is not attending such school, or stating the particulars of attendance of a child at such school, shall be evidence of the facts stated in such certificate.

Employment of children of compulsory age.

12. A person shall not, after the commencement of this Act, take into his employment during school hours any child who by reason of his age is not exempt from school attendance. Every person who takes a child into his employment in contravention of this Act shall be liable, on summary conviction before a Court of summary jurisdiction, to a penalty not ex-

ceeding Forty shillings. A parent who employs his child in any labour exercised by way of trade or for the purpose of gain is to be deemed, for the purposes of this Act. to take the child into his employment.

The Minister may, at his discretion, give special exemption for children between the ages of twelve and fourteen, in case of poverty or sickness of the parents.

Children beyond control of parents.

13. If a Justice is satisfied by the parent or guardian that he has used all reasonable efforts to cause the child to attend school, but that the child is beyond his control, the Justice may, without inflicting a penalty, order the child to be sent to a certified Industrial School till the age of fourteen. The parent, or other person for the time being legally liable to maintain the child, shall, if of sufficient ability, contribute to his maintenance and training therein a sum not exceeding Ten shillings a week, the exact amount to be assessed by the Justice at the time of the committal of such child: Provided that a Court of summary jurisdiction may from time to time vary the amount in accordance with the means of the person so ordered to contribute, but so as his contribution shall not exceed Ten shillings a week.

After a detention of not less than two months children may be given a license to live out of the school, but the license shall be conditional upon the child attending regularly some school named in the license being a Government or efficient school. The license can be revoked by direction of the Minister whenever the child ceases to attend regularly, and the teacher in charge of the school to which the child is licensed shall notify to the Department weekly the attendance of the child.

Minister may refuse admission to Government school in certain cases.

14. The Minister may refuse the admission of any child to any Government school if accommodation has been provided for such child in another Government school nearer to his dwelling place, or if there is more suitable accommodation in some other Government school within the prescribed distance.

Census may be taken.

15. The Minister, from time to time, may cause an educational census to be taken of all children within any area, and upon notice of such census appearing in the *Government Gazette* the Minister shall appoint some person to call at every house within such area, and every householder shall thereupon give such information to such person as enables him to fill up the form of return in the Schedule hereto; or, if from any cause such information is not then given, such person may thereupon leave at the house of any householder neglecting to give such information a copy of such form of return, and after the expiration of seven days call for the same; and every householder at whose house such form of return has been left shall, within seven days, fill up the same or cause it to be filled up, and return it when called for; and whenever and as often as any householder neglects to fill up such form of return or cause the same to be filled up, and to return the same when called for, or wilfully fills the same up with an untrue statement, or gives false information to such person aforesaid, the householder shall be guilty of an offence against this Act, and summarily punishable upon conviction before a Court of summary jurisdiction and shall be liable to pay a sum not exceeding Five pounds for every such offence, and in default of the payment thereof he shall be liable to a term of imprisonment not exceeding one month.

Schedule.

All schools other than a Government school may be found efficient.

16. The proprietor, headmaster, or principal teacher of any school, not being a Government school, may apply to the Minister, in writing, to have such his school found "efficient" for the purposes of this Act; and upon such application being made, the Minister shall forthwith cause such school to be inspected by an inspector of schools, and if, upon inspection, such school is found to be efficient as to the instruction given in reading, writing, arithmetic, spelling, and geography as required by this Act or the Regulations, the Minister shall cause such school to be included in a list of schools which have been inspected and found efficient, or certified to be efficient as hereinafter mentioned, for the purposes of this Act; and the

Minister shall cause a copy of such list, with the names of the proprietors, headmasters, or principal teachers of all schools therein included, to be published from to time, at intervals of not more than twelve months, in the *Government Gazette;* and the Minister may from time to time cause any school included in such list to be inspected by an inspector of schools, and remove from the list any school that at any time is found on inspection not to efficient as aforesaid ; and any school so removed from the list shall thereupon cease to be efficient for the purposes of this Act : Provided always, that the Minister may, if he is satisfied that any school is efficient as aforesaid, certify that such school is efficient without inspection, and upon any school being so certified the Minister shall include such certified school in the list.

Schools other than Government to keep registers of attendance and supply information.

17. The proprietor, headmaster, or principal teacher of any school not being a Government school established under an Act relating to public education, shall keep a register or list of attendances of all scholars attending his school, in a form approved by the Minister of Education, which shall be open to inspection at such times in every year as may be mutually agreed upon by an inspector of schools, compulsory officer, or other person duly authorised by the Minister, and such proprietor, headmaster, or principal teacher shall furnish, when required, to an inspector of schools, compulsory officer, or other person duly authorised by the Minister, either in writing or verbally, any information concerning the attendance of any scholar entered on the roll of his school, and shall allow the said inspector of schools, compulsory officer, or other person duly authorised by the Minister, to inspect and make copies from the said register.

Penalty for disturbance.

18. Any person who wilfully disturbs any State or other school established under any of the Acts relating to public education, or who upbraids, insults, or abuses any teacher in the presence or hearing of the pupils assembled in such school, shall be guilty of an offence against this Act, summarily punishable upon conviction before a Court of summary jurisdiction, and shall be liable to a penalty not exceeding Forty shillings and not less than Ten shillings.

Regulations as to examinations for certain bursaries and scholarships.

19. All bursaries and scholarships granted by the Governor out of the public funds shall be open for competition among children being educated at any Government or other efficient school ; and the Governor may, from time to time, nake regulations for the conduct of, and subjects for, the examinations for such bursaries and scholarships.

Sections of Schedule 2 of Interpretation Act incorporated.

20. Sections A, C, F, G, and H of the Second Schedule to the Interpretation Act, 1898, are incorporated with this Act.

In the name and on behalf of the Queen I hereby assent to this Act.

GERARD SMITH, *Governor.*

SCHEDULE.

PUBLIC EDUCATION ACT 1899.

Section 15.

Return of Children below the Age of Fourteen Years.

No.	Name of each child in full.	Sex.	Age.	Where under instruction, showing whether at home, or private or other school.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

I, , of , certify the above to be a true return concerning all children below the age of fourteen years, now residing in this dwelling-house.

Dated this day of , 1 .

(Signature or mark, with witness thereof, of person certifying.)

To , residing at

Take Notice that this return will be called for on or after the day of , 1 , and that any householder neglecting to fill it up by that day, and return it when called for, or wilfully filling it up with an untrue statement, or giving false information to the person leaving the same, is liable on conviction to a penalty not exceeding Five Pounds, or in default to one month's imprisonment.

Volume 1 of Special Reports (1896–7), contains the following Papers:—

1. Public Elementary Education in England and Wales, 1870–1895.
   By Messrs. M. E. Sadler and J. W. Edwards.
2. English Students in Foreign Training Colleges.
   By Miss L. Manley, Miss Williams, and Mr. H. L. Withers.
3. Brush Work in an Elementary School (with illustrations).
   By Mr. Seth Coward.
4. The A B C of Drawing: an inquiry into the principles underlying elementary instruction in Drawing (with illustrations).
   By Mr. Ebenezer Cooke.
5. Domestic Economy Teaching in England.
   By Mrs. Pillow.
6. Technical Education for Girls.
   By Miss A. J. Cooper.
7. The Secondary Day School attached to the Battersea Polytechnic, London —an experiment in the co-education of boys and girls.
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